



Bachelor of Applied Science
Organizational Leadership & Technical Management
Program Proposal

Lower Columbia College Vision:

*Our vision is to be a powerful force for
improving the quality of life in our
community.*

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NEW DEGREE PROGRAM PROPOSAL COVER SHEET

Program Information

Institution Name: Lower Columbia College

Degree: Bachelor of Applied Science Organizational Leadership Technical Management CIP Code: 52.0101

Name(s) of the existing technical associate degree(s) that will serve as the foundation for this program:

Degree	<u>AAS-Accounting Technician</u>	CIP Code:	<u>52.0302</u>	Year Began	<u>Spring 2003</u>
Degree	<u>AAS- Administrative Services Manager</u>	CIP Code:	<u>52.0201</u>	Year Began	<u>Fall 1992</u>
Degree	<u>AAS-Automotive Technology</u>	CIP Code:	<u>47.0604</u>	Year Began	<u>Fall 1992</u>
Degree:	<u>AAS-Business Management</u>	CIP Code:	<u>52.0101</u>	Year Began	<u>Fall 1992</u>
Degree	<u>AAS- Criminal Justice</u>	CIP Code:	<u>43.0103</u>	Year Began	<u>Fall 1992</u>
Degree	<u>AAS-Diesel/Heavy Equipment</u>	CIP Code:	<u>47.0302</u>	Year Began	<u>Fall 1992</u>
Degree	<u>AAS- Early Childhood</u>	CIP Code:	<u>13.1210</u>	Year Began	<u>Fall 1992</u>
Degree	<u>AAS-Information Technology Systems</u>	CIP Code:	<u>11.0301</u>	Year Began	<u>Spring 2013</u>
Degree	<u>AAS-Machine Trades</u>	CIP Code:	<u>48.0501</u>	Year Began	<u>Fall 1992</u>
Degree	<u>AAS-Manufacturing</u>	CIP Code:	<u>15.0613</u>	Year Began	<u>Fall 1992</u>
Degree	<u>AAS-Medical Office Administration</u>	CIP Code:	<u>51.0705</u>	Year Began	<u>Fall 2000</u>
Degree	<u>AAS-Welding</u>	CIP Code:	<u>48.0508</u>	Year Began	<u>Fall 1992</u>

Planned Implementation Date: Fall 2021

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11/9/2020
Date

Introduction

It is the goal of Lower Columbia College (LCC) to offer a Bachelor of Applied Science in Organizational Leadership and Technical Management (BAS-OLTM) with an anticipated start date of fall 2021. The rural communities in Lower Columbia's service district, Cowlitz and Wahkiakum counties, are in transition. Many jobs that once required only a high school diploma are now seeking applicants with a college degree and work experience. Jobs in fields like early care and education, law enforcement, business management and the trades industries are requiring college degrees to replace the retiring workforce. Both Cowlitz and Wahkiakum counties are experiencing population and economic growth, yet the area has a limited number of individuals educated to the level required to move development forward. The Lower Columbia region needs a more educated, technologically literate, diverse, and economically strategic workforce to take on vital roles in organizational leadership and management.

The BAS-OLTM provides a pathway for students with AAS and AAS-T degrees. The program is designed to enroll students with a range of professional technical associate degrees, work experiences, and professional goals. The degree will fill local and regional industry demand for management professionals, particularly in technical fields such as information technology, criminal justice, industrial trades, early childhood, and business management. The primary audience for this degree will be technically proficient place-bound students and workers who lack the bachelor's degree and leadership/management skills necessary to successfully compete for management roles. In this program, students will complete coursework in the areas of diversity, inclusion, working in teams, foundations of leadership, communications, project management, environmental safety, conflict resolution, change management, and business ethics. This subject combination was determined by a focus group of local business leaders (see Appendix C) and an employer survey. The program curriculum aligns with industry expectations for management professions and ensures students demonstrate mastery of relevant knowledge, skills, and abilities needed to take leadership roles in both nonprofit and profit-based organizations.

As part of the higher education system, LCC understands the magnitude of our national, state, and local challenges and is committed to closing gaps and removing barriers for underrepresented students. LCC's student population is approximately 30 percent students of color. Equity gaps show that students of color persist towards completion at lower rates than their white peers. Additionally, eighty-seven percent of LCC students qualified for a Pell Grant in 2017- 2018, which shows high financial need. Students in Cowlitz and Wahkiakum counties need to be able to work while continuing their education. BAS-OLTM will use a cohort model combined with outcomes-based, mixed-modality instructional practices to increase opportunity and reduce barriers for adult learners from nontraditional backgrounds. Classes will meet on-line and hybrid with face-to-face sessions in the evenings and on weekends to provide the needed flexibility crucial to balancing work and school.

Higher education is a driver to economic vitality and is a key factor in breaking the cycle of poverty for both individuals and communities. The relationship between educational attainment and factors such as employment rates and self-sufficiency continue to show that a college degree is a valuable investment.

Program Vision

LCC strives to provide educational opportunities for technical professionals to acquire skills that empower them to serve as leaders who promote progress and encourage growth in their organization, community, and world.

Program Description

The BAS-OLTM is a career focused, applied science degree to prepare graduates for positions in leadership, management, and supervisory roles in private, public, and nonprofit organizations. The program is designed for working adults with a range of professional technical associate degrees and a diverse set of work experiences and professional goals. LCC's program will help students gain the skills and knowledge needed to effectively lead and manage others through the study of behavioral and leadership theory, professional communications, project management, workplace and environmental safety, conflict resolution, theories of decision making, change management, ethics and diversity.

Guiding Principles

1. A strong commitment to making inclusion a core component of all initiatives, program operations and professional development
2. Leaders who are lifelong learners
3. A program which meets the learning needs of non-traditional adult learners

The BAS-OLTM was presented to the LCC General Workforce Education Advisory Committee (see Appendix B) on September 17, 2020 at the fall board meeting. The board received a draft of the BAS-OLTM program proposal and had a two-week review and comment period before a vote. The board approved the proposal draft on October 8, 2020 without recommendation.

Criteria 1: Curriculum Demonstrates Baccalaureate Level Rigor

Frame work

LCC's BAS-OLTM utilizes a mixed-modality and cohort-based model developed to meet the learning needs of non-traditional, adult learners. Students who are juggling work, families, and other responsibilities or who are place bound, cannot attend a traditional academic setting which would require the loss of employment, relocation, or time spent on travel. Nontraditional students also need a learning community to stay connected. In a recent survey of current students interested in the BAS-OLTM and a survey of local employers, both groups overwhelmingly asked for a program that was flexible but not entirely online. Studies show that students from nontraditional backgrounds are especially vulnerable to work/school/life challenges (Giancola, Grawitch, & Borchert, 2009). They are at a higher risk of not completing a degree relative to other students (National Student Clearinghouse Research Center, 2013). The risk increases when taking online courses. For example, studies across the U.S., show that online course retention rates tend to be lower than those in face-to-face courses (Bawa, 2016). Online retention rates continue to decline for underrepresented student populations. (Johnson & Mejia, 2015). One of LCC's BAS-OLTM guiding principles is to "develop a program which meets the learning needs of nontraditional adult learners" which requires the anticipation of challenges and creation of

equitable instructional strategies for student success. Diagram 1 illustrates the components of the BAS-OLTM curriculum design that will set students up for success.

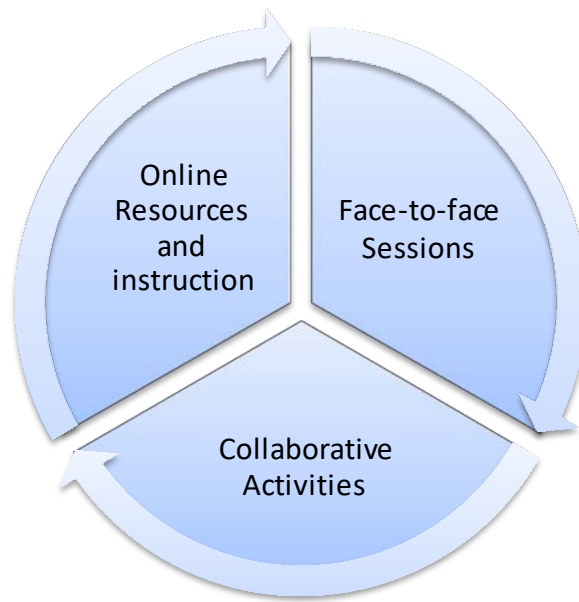
Diagram 1. Establishing a Learner-Centered Culture



Source: Degree Attainment for Adult Learners: <https://www.acenet.edu/Documents/Degree-Attainment-for-Adult-Learners--Brown.pdf>

All courses for the BAS-OLTM will be delivered using a blended learning approach. Courses will be online or hybrid, and face-to-face meeting times will be in the evenings or weekends. Students will have access to face-to-face tutoring but will also be able to access tutoring online using platforms such as Zoom and Google Meet if this fits better into their schedule or if campus is closed for reasons such as COVID-19. Some courses will have face-to-face class meetings, but lectures will also be recorded and added to Canvas for flexibility and to assure no student misses out on content. Canvas will be used to engage students in discussion boards, podcasts, and online media resources (see Diagram 2). These strategies, supported by the adult learning theory (andragogy), will strengthen the learning community and have been shown through research to produce the best outcomes for academics and retention. A study from the [U.S. Department of Education](#) found that a blended learning approach surpasses both face-to-face and online-only instruction in adult learning settings. This instructional approach moves learning from teacher-centered to learner-centered and provides needed flexibility.

Diagram 2. Multimodality Model for Blended Learning



Incorporating research-based equitable practices throughout every BAS-OLTM course will support rigorous learning and increase retention and completion rates (see Sample Research-Based Equitable Practices, Appendix A).

LCC plans to enroll students using a cohort model. A cohort provides students with opportunities to build their professional connections as they form personal bonds and friendships. These bonds help students develop leadership skills, learn teamwork skills, and discover new resources. Students learn not only from their instructors but also from their peers, which allows a wealth of knowledge from the cohort's diversity of backgrounds and different ways of thinking. A learning cohort provides community, which helps students engage with class materials and content in more meaningful ways.

Essential Competencies

LCC has developed the following five essential competencies which relate to the industry-aligned knowledge, skills, and abilities central to success in leadership and management positions. These principles define expected levels of competence and serve as the foundation for the BAS-OLTM program outcomes.

INNOVATORY SKILLS

Job-relevant behaviors, motivation, and technical knowledge such as reasoning, intuition, perception, imagination, inventiveness, creativity, problem-solving, and oral and written expression, are keys to effective leadership and management success. Aligning business processes to these cognitive competencies helps managers evaluate performance, set clear job expectations, and develop meaningful growth plans.

LEADERSHIP

Maximizing efforts toward a common goal through motivation and direction is possible when managers understand the foundations of leadership, possess vision, understand the importance of a variety of perspectives, have the ability to harness the capacity of each individual, and can rally people to move toward both self-improvement and organizational improvement.

ETHICAL BEHAVIOR AND DECISION MAKING

Applied ethics examines the principles and moral beliefs that guide leadership and management decisions. Business professionals have ethical obligations to stakeholder management including employees, suppliers, customers, and partners. Ethical behavior is necessary as these obligations are considered when making economic or strategic decisions.

DIVERSITY, EQUITY, AND INCLUSION

A strong commitment to making inclusion a core component of all initiatives, program operations, and professional development is vital. A leader who recognizes the importance of diversity, equity, and inclusion demonstrates commitment to the organization's staff members and the community they represent. Developing the knowledge, skills, mindsets, and behaviors necessary to build a diverse, equitable and inclusive organization will influence recruitment, onboarding, and promotions. Managers and leaders have the ability to apply operational strategies to promote new behaviors that over time will yield key results.

OPERATIONAL EXCELLENCE

Operational excellence includes continuous improvement, which is a process of constant change and adjustment to reduce waste, improve quality, and maximize human potential. Leaders are responsible for setting the organization up for growth and creating a product or process that meets customer demand, even when the demand changes. Operational excellence involves every person at every level of the organization because every role brings value to the customer and is critical to success. When this happens, employees are provided for in a way that enables them to stay empowered and motivated.

Standard 1. Program Learning Outcomes

Based on input from regional employers and industry demands, the LCC BAS-OLTM has developed the following program outcomes that represent leadership, technical, and management skills.

1. Produce oral and written communications in appropriate business conventions.
2. Examine data to design solutions to a problem.
3. Collaborate effectively with others within the context of a work environment.
4. Construct a philosophy of leadership to guide action.
5. Analyze strategies to effectively lead others to achieve a common goal.
6. Evaluate the moral implications of workplace dilemmas utilizing ethical reasoning.
7. Develop approaches to strengthen cultural awareness within the context of management and supervision.
8. Analyze strategies and methods to facilitate improvements to organizational capacity and function.
9. Implement effective organizational leadership strategies to supervise others.
10. Research strategies for effective professional growth and continuous improvement.

Standard 2. Program Evaluation and Criteria Process

Upon SBCTC and NWCCU approval, the BAS-OLTM evaluation criteria and process will formally integrate into LCC's established evaluation practices including following the instructional policies of the Instructional Council, using the collaborative/cross discipline processes of Guided Pathways, and leveraging college opportunities such as quarterly assessment days and an annual summer institute to work on course and programmatic refinement.

The program evaluation process involves program faculty and staff, the vice president of instruction, the respective deans of instructional programs, including the dean of workforce education and the office of institutional effectiveness and research. Program evaluation addresses program philosophy, mission and goals, curriculum, enrollment, staffing, student learning outcomes, program outcomes, and workforce demands. LCC will also evaluate programmatic components across varying timelines: quarterly, annually, and biannually (see Table 1).

Table 1. Program Elements Evaluation

Occurrence	Program Element	Assessment Method/Instrument
Quarterly and annually	<ul style="list-style-type: none"> ● Adult Learner Andragogy ● High-Expectations ● Equitable and Inclusive Education ● Industry-Aligned and Applied Curriculum 	<ul style="list-style-type: none"> ● Student survey ● Student evaluation of courses ● Employer survey ● Review of data for student performance (persistence, retention, and completion) for all student groups including emphasis on special populations and underrepresented student group performance
Quarterly and annually	<ul style="list-style-type: none"> ● Student Services Plan 	<ul style="list-style-type: none"> ● Student survey
Annually and bi-annually	<ul style="list-style-type: none"> ● Industry and Community Partnerships 	<ul style="list-style-type: none"> ● Review with the Advisory Committee to assess the number of employer partners participating in program activities and mix of partners to ensure all essential areas are represented, identify gaps, and plan of action to address needs.
Quarterly and annually	<ul style="list-style-type: none"> ● Continuous Program Evaluation 	<ul style="list-style-type: none"> ● Programmatic review of data and completion of program review cycle documentation

- **Student surveys:** Each cohort will complete a survey in the first quarter of the BAS-OLTM program to establish a baseline and identify individual needs, barriers and employment goals. Students will also be surveyed at the end of each academic year to gauge overall program satisfaction and effectiveness.
- **Student evaluations of all courses:** Student perceptions make up an important component in understanding course relevance, course design, instructional effectiveness, and other considerations and help inform our continuous quality improvement process.
- **Employer survey:** Local employers will be surveyed annually to determine industry needs and standards and to assess program effectiveness.
- **Student success rates at course and program levels:** In collaboration with LCC’s institutional effectiveness and research department, regularly evaluate student persistence, retention, and completion rates across and within student demographics.

- **Bi-annual reports to the BAS-OLTM Advisory Committee:** A report will be delivered to the BAS-OLTM Advisory Committee twice per year. The report will include, but not limited to, evaluation findings and plans of actions. LCC will seek recommendations from the committee to guide future actions for program improvement. Recommendations will be incorporated into program revisions. See Appendix B for a list of the advisory board members.
- **Programmatic review (two-year cycle):** In accordance with the college’s institutional assessment plan, the BAS-OLTM follows a two-year assessment cycle which includes self-evaluation against BAS-OLTM program and course outcomes, and industry expectations and market trends to ensure relevance and currency. As evidenced in the course outlines of this project proposal (see Appendix D), each course-level outcome feeds into student development toward mastery of the program level outcomes. As such, in the assessment process, course-level assessment tools are identified (e.g. paper, presentation, exam) to examine for student learning at the course and program-level (see Table 2). Instructional continuous improvement efforts are made quarterly and annually and documented in the annual review documentation.

Program Assessment Tools

As part of the outcome assessment process, departments review both student work and the assessment tool. When evaluating the assessment tool, the effectiveness of the tool is examined to measure the targeted outcomes. Using this information, adjustments are made to instruction to enhance the learning process and student achievement of outcomes. Please see Table 2 which highlights specific program assessment tools and timelines.

Table 2. Program Assessment Tools

Assessment tool	Used to Assess	When Assessed
Student course evaluations	<ul style="list-style-type: none"> ● Satisfaction with balance of knowledge, skills, and practice in the course 	Every other quarter a course is offered
Student program evaluations	<ul style="list-style-type: none"> ● Satisfaction with program’s curriculum, access to resources, feedback from faculty and student services 	Last quarter of the program prior to graduation
Institutional program statistics	<ul style="list-style-type: none"> ● Student demographics and review of disaggregated data by gender, race, ethnicity, first-generation college student, etc. ● Student enrollment trends ● Student retention ● Student persistence ● Student completion by course ● Student progression through the program ● Student persistence from year to year 	Quarterly and Annually

Post-graduation student survey	<ul style="list-style-type: none"> • Effect of program completion on career • Effectiveness of the program in meeting job expectations • Effect of the program on career progression • Effectiveness of the program on wage progression • Effect of program on feeling equipped to supervise and lead a diverse workforce 	Six months after graduation
Employer survey	<ul style="list-style-type: none"> • Graduates possess the skills and knowledge required for entry into the profession • The extent to which the graduates' skill and knowledge meets employers' needs and expectations 	Annually
Faculty feedback	<ul style="list-style-type: none"> • Observed increase in student skills and performance • Student preparedness upon entering individual courses • Observed growth in area of diversity, equity, and inclusion of students as future leaders 	Annually
Advisory Committee feedback	<ul style="list-style-type: none"> • Perceived strengths and weaknesses of the program • Relevance of curriculum to employer needs 	Bi-annually
Cost analysis of program	<ul style="list-style-type: none"> • Program viability • Alignment with strategic planning goals of the institution 	Annually
Curriculum review	<ul style="list-style-type: none"> • Relevance of curriculum to employer needs • Perceived strengths and weaknesses of the program 	Every two years

Outcomes, Content and Assessment Alignment: The BAS-OLTM delivers program rigor at the course level by aligning outcomes, content, and assessment. This alignment is vital and supports the need for instructional transparency around alignment to maintain learner motivation. Equally important, this method provides valuable information about the program in terms of assessing whether students have learned the intended outcomes. Table 3 illustrates outcomes in terms of Bloom's hierarchy of learning objectives. Content includes materials and learning strategies used to teach the objectives, and assessments include ways to measure student learning. Although the BAS-OLTM program assesses students at all levels, the emphasis remains on assessing the upper levels of Bloom's taxonomy (grayed areas) to ensure baccalaureate-level rigor.

Table 3. Examples of Aligned Outcomes, Content, and Assessments

Outcome (Bloom's Terms)	Content (Materials and Strategies)	Assessments
Recall Remember Define	<ul style="list-style-type: none"> • Reading assignments • Video tutorials • Lectures 	Multiple-choice, fill-in-the-blank tests, adaptive learning exercises, learning based games
Describe Discuss Explain	<ul style="list-style-type: none"> • Business/leadership research • Informational interviews • Surveys 	Papers, online discussions, online polling, think-pair-share and students summarize key concepts
Apply Solve Use Deliberate	<ul style="list-style-type: none"> • Ethical dilemmas • Management/leadership Simulations/scenarios • Demonstrations 	Interactive sessions where students use established procedures or experiment with new procedures to solve organizational problems
Analyze Differentiate Examine Research	<ul style="list-style-type: none"> • Project management • Leadership/management case studies • Coaching and mentoring Simulations 	Papers, projects, discussions, labs where student determine how parts are related to given phenomenon
Evaluate Defend Support	<ul style="list-style-type: none"> • Data analytics • Operations and logistics • Negotiation simulations 	Papers, presentations where students critique ideas and performances using data and established criteria or standards; defend conclusions; advance alternatives
Create Design Construct Produce Implement Collaborate	<ul style="list-style-type: none"> • Leadership and business operations research • Team-based project delivery • Sustainable business model cases • Workplace safety model cases • Financial statement development • Diversity, equity, and inclusion awareness practices • Capstone 	Students develop business plans and portfolios, take action to strengthen cultural elements, leadership and technical management strategies, and financial statements to capture market opportunities or solve complex organizational problems

Associate Degrees

At a minimum, students must either have completed a professional-technical associate degree and/or have completed at least 90 college level credits from a nationally accredited institution prior to applying for admission to the program (see Table 4).

Table 4. BAS-OTLM Course Preparation

GENERAL EDUCATION REQUIREMENTS (GER) (15 credits)		Credit
• ENGL& 101	English Composition 1 (GER-COM)	5
• College-level math course for which intermediate algebra is a prerequisite	(GER-QR)	5
• Human Relations	PSYC& 100 General Psychology (5) or	5
o One of the listed courses from the LCC Human Relations distribution list	ANTH& 206 Cultural Anthropology (5) or PSYC 204 Applied Psychology (5) or PSYC 214 Psychology of Adjustment (5) or SOC& 101 Introduction to Sociology (5)	
TECHNOLOGY (3 credits)	Intro to Micro Computer Apps or equivalent	
• CS 110	(BTEC 104, BTEC 131, or proficiency test) (3 credits)	3

Standard 4. General Education Component

Students will need to complete 60 credits of general education requirements (GER) as specified prior to graduation from the BAS-OLTM program (see Table 5). Based on individual transcripts, students will have ample opportunities and flexibility to meet this requirement throughout the BAS-OLTM program. Eight upper division BAS-OLTM courses (40 credits) have been developed to meet GER criteria to create a more streamlined transition for students with AAS degrees that do not meet the GER component. Program and faculty advisors will work with each student to determine the best academic schedule to meet this requirement.

Table 5. General Education Requirements for BAS-OLTM

GER Category	Credits	Courses
Communications	10	<ul style="list-style-type: none"> • ENGL& 101- English Composition (5) • CMST 330-Professional/Organizational Communications (5)
Quantitative	5	<ul style="list-style-type: none"> • College-level math course for which intermediate algebra is a prerequisite (5)
Humanities	10	<ul style="list-style-type: none"> • HUM 315 Ethics (5) • OLTM 440- Ethics & Leadership (5)
Natural Science	10	<ul style="list-style-type: none"> • ENV5 440- Environmental Issues (5) (lecture/no lab) Plus 5 natural science with lab credits from the LCC natural science distribution list
Social Science	25	<ul style="list-style-type: none"> • Human Relations (5) one of the following: <ul style="list-style-type: none"> o PSYC& 100 General Psychology (5) or o ANTH& 206 Cultural Anthropology (5) or o PSYC 204 Applied Psychology (5) or o PSYC 214 Psychology of Adjustment (5) or o SOC& 101 Introduction to Sociology • OLTM 310 Foundations of Leadership (5) • PSYC 320-Leadership and Organizational Psychology (5)

		<ul style="list-style-type: none"> • OLTM 445- Global Systems and Change Management (5) • OLTM 330-Entrepreneurship (5)
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Standard 5. BAS Courses at the Junior and Senior Levels

Upper-division courses (see Table 6) are aligned with the BAS-OLTM program outcomes and industry expectations. They are sequenced to promote development and mastery of specific competencies and program outcomes. Courses will operate within a mixed-modality model using blended and online formats. Blended courses (face-to-face and hybrid) are taught once or twice a week during the evening hours to accommodate busy professionals.

Table 6. Junior and Senior Level Courses

Course #	Description	Credit	Rational
<i>Quarter 1-Fall</i>			
OLTM 310	Foundations of Leadership	5	GER-SS, foundation
HUM 315	Ethics	5	GER-HUM, foundation
CMST 330	Professional/Organizational Communications	5	GER-COM- foundation
<i>Quarter 2-Winter</i>			
OLTM 320	Workplace and Environmental Safety	5	foundation
OLTM 325	Transformative Leadership & Decision Making	5	foundation
OLTM 329	Foundations of Business Practices & Emerging Technologies	5	foundation
<i>Quarter 3- Spring</i>			
OLTM 330	Entrepreneurship	5	GER-SS, intermediate
OLTM 335	Developing and Leading High-Performance Teams	5	intermediate
PSYC 320	Leadership and Organizational Psychology	5	GER-SS, intermediate
<i>Quarter 4- Fall</i>			
OLTM 440	Ethics & Leadership: Leading and Managing in a Diverse Society	5	GER-HUM, intermediate
OLTM 445	Global Systems & Change Management	5	GER-SS, intermediate
OLTM 449	Financial Management	5	intermediate
<i>Quarter 5- Winter</i>			
OLTM 450	Negotiations, Mediation and Conflict Resolution	5	advanced
OLTM 455	Advanced Project Management	5	advanced
ENVS 440	Environmental Issues (lecture/no lab)	5	GER-NS, advanced
<i>Quarter 6- Spring</i>			
OLTM 460	Coaching & Mentoring	5	advanced
OLTM 465	Current Issues in Human Resource Management	5	advanced
OLTM 495	Capstone	5	advanced
Credit Distribution			
Total Lower Division AAS Credits		90	
Total OLTM Program Upper Division Credits		90	
Total pathway Credits (AAS +BAS)		180	

Course Overviews

BAS-OLTM courses were developed in response to high-level program learning outcomes which present a rigorous curriculum that addresses local employers' need for leadership and management competencies. Because students will move through the program as cohort, the BAS-OLTM will present considerable opportunities for formal and informal collaboration. Since the BAS-OLTM program expects to enroll from a variety of associate degree programs, students will find themselves challenged to think both within and across industry sectors. See Appendix D for course descriptions, outcomes, and program outcomes alignment.

Cohort Schedules

The BAS-OLTM is a cohort-based, mixed-modality blended education model (see Table 7 and Table 8). The program will begin with a full-time cohort in 2021 with a part-time cohort being implemented in the second year of the program to provide flexibility for students. LCC anticipates a full capacity of 30 students by the fourth year of the program, 2024-2025. As we near full capacity, other options, including part-time, will be evaluated.

Table 7. Full-time 2021-2023 Cohort Schedule

Fall Qtr. #1 (2021)	Winter Qtr. #2 (2022)	Spring Qtr. #3 (2022)
<p>OLTM 300 Foundations of Leadership</p> <p>HUM 315 Ethics</p> <p>CMST 330 Professional/Organizational Communications</p>	<p>OLTM 320 Workplace and Environmental Safety</p> <p>OLTM 325 Transformative Leadership & Decision Making</p> <p>OLTM 329 Foundations of Business Practices & Emerging Technology</p>	<p>OLTM 330 Entrepreneurship</p> <p>OLTM 335 Developing and Leading High-Performance Teams</p> <p>PSYC 320 Leadership and Organizational Psychology</p>
15 credits	15 credits	15 credits
Fall Qtr. #4 (2022)	Winter Qtr. #5 (2023)	Spring Qtr. #6 (2023)
<p>OTLM 440 Ethics & Leadership: Leading and Managing in a Diverse Society</p> <p>OLTM 445 Global Systems & Change Management</p> <p>OLTM 449 Financial Management</p>	<p>OLTM 450 Negotiations, Mediation and Conflict Resolutions</p> <p>OLTM 455 Advanced Project Management</p> <p>ENVS 440 Environmental Issues (lecture/no lab)</p>	<p>OLTM 460 Coaching & Mentoring</p> <p>OLTM 465 Current Issues in Human Resource management</p> <p>OTLM 495 Capstone</p>
15 credits	15 credits	15 credits

Table 8. Part-time 2022-2024 Cohort Schedule

SU 2022 Qtr. #1	FA 2023 Qtr. #2	WI 2023 Qtr. #3	SP 2023 Qtr. #4
<p>OLTM 300 Foundations of Leadership</p> <p>HUM 315 Ethics</p>	<p>PSYC 320 Leadership and Organizational Psychology</p> <p>CMST 330 Professional/Organizational Communications</p>	<p>OLTM 320 Workplace and Environmental Safety</p> <p>OLTM 325 Transformative Leadership & Decision Making</p>	<p>OLTM 329 Foundations of Business Practices & Emerging Technologies</p> <p>OLTM 330 Entrepreneurship</p>
10 credits	10 credits	10 credits	10 credits
SU 2023 Qtr. #5	FA 2023 Qtr. #6	WI 2024 Qtr. #7	SP 2024 Qtr. #8
<p>OLTM 335 Developing and Leading High-Performance Teams</p> <p>OTLM 440 Ethics & Leadership: Leading and Managing in a Diverse Society</p>	<p>ENVS 440 Environmental Issues (lecture/no lab)</p> <p>OLTM 445 Global Systems & Change Management</p>	<p>OLTM 449 Financial Management</p> <p>OLTM 450 Negotiations, Mediation and Conflict Resolutions</p>	<p>OLTM 455 Advanced Project Management</p> <p>OLTM 460 Coaching & Mentoring</p>
10 credits	10 credits	10 credits	10 credits
SU 2024 Qtr. #9			
<p>OLTM 465 Current Issues in Human Resource management</p> <p>OTLM 495 Capstone</p>			
10 credits			

Criteria 2: Qualified Faculty

LCC has a high caliber of experienced instructors who teach in the AAS and AAS-T degrees that feed into the BAS-OLTM (see Table 11). Four of these are full-time business faculty members, one is a full-time communications faculty member, and one is a full-time criminal justice faculty member (see curricula vitae in Appendix F). All instructors in the lower-division courses have at least a master’s degree in the subject area or related field. Several faculty with doctorates teach

the upper-division BAS-OLTM courses. LCC will seek to hire a full-time BAS-OLTM instructor. If more instructors are needed to fill classes, we will add highly qualified adjunct instructors. Where appropriate, we will work with Centralia College to leverage instructional resources.

The expected faculty FTE dedicated specifically to the BAS-OLTM program is 1 Full-time and (0.67 year 1) and 1.11 to 1.44 Adjunct FTE annually (see Table 9).

Full-time faculty workload is 45 credits annually per LCC’s faculty contract. The full-time BAS-OLTM faculty member will teach primarily in the full-time cohort but may teach in the part-time as needed.

- Year 1: 5 credits plus an additional 10 credits release time to support program start-up and Program Director responsibilities
- Year 2 and beyond: 10 credits plus 5 credits release time for Program Director responsibilities

Adjunct faculty workload is 30 credits in year one and typically 55 credits thereafter. Adjunct credits will increase to 65 credits annually in years where cohorts overlap as one ends and another begins within the same academic year (see Table 10).

Adjunct faculty FTE are calculated by the following: Full-time credit load (45 credits = 1 FTE)

Table 9: Credit Load

Year	Credits	FTE
Year 1 (FT)	30	0.67
Year 2 (FT)	15	0.33
Year 2 (PT)	40	0.89
Year 3 (FT)	15	0.33
Year 3 (PT)	40	0.89
Year 4 (FT)	15	0.33
Year 4 (PT)	50	1.11
Year 5 (FT)	15	0.33
Year 5 (PT)	40	0.89

Table 10. Adjunct Credits

	Year 1	Year 2	Year 3	Year 4	Year 5
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
BAS-OLTM 1-1 (FT)	30	15			
BAS-OLTM 2-1 (PT)		40	40	10	
BAS-OLTM 1-2 (FT)			15	15	
BAS-OLTM 2-2 (PT)				40	40
BAS-OLTM 1-3 (FT)					15
Totals	30	55	55	65	55

Faculty are responsible for maintaining expertise in their field. The college provides many resources for its faculty to maintain curricular currency and relevance. For example, the eLearning Committee provides a robust set of professional development services including support for technology integration, targeted skills training, Transparency in Learning and Teaching (TILT), Quality Matters, and an internally developed online learning rubric for peer-reviews of online courses.

Table 11. Qualified Faculty

BAS-OLTM Faculty
<p>Tim Allwine; Master of Science, Business Administration, Bachelor of Science, Accounting, Bachelor of Science, Systems Analysis <i>Qualified Subject Areas: Professional/Organizational Communications, Foundations of Leadership, Advanced Project Management, Conflict, Negotiations, Mediation and Conflict Resolution, Ethics and Leadership, Global System, and Change Management</i></p>
<p>Dana Cummings; Master of Science, Business Administration, Master of Science, Accounting, Bachelor of Arts, Humanities, Bachelor of Arts, Cultural Anthropology <i>Qualified Subject Areas: Financial Management, Entrepreneurship, Current Issues in Human Resource Management, Ethics, Ethics and Leadership, Foundations of Leadership, Foundations of Business and Emerging Technologies, Transformative Leadership and Decision Making</i></p>
<p>Bart Finnel; Master of Science, Business Administration, Master of Science, Engineering Management, Bachelor of Science, Electronic Engineering <i>Qualified Subject Areas: Foundations of Leadership, Advanced Project Management, Global Systems and Change Management, Financial Management, Negotiations, Mediation, and Conflict Resolution, Foundations of Leadership, Coaching and Mentoring, Developing and Leading High-Performance Teams</i></p>
<p>Stefanie Gilberti; Master of Science, Speech Communications, Bachelor of Science, Mass Communication & Speech Communication <i>Qualified Subject Areas: Professional and Organizational Communications</i></p>
<p>Louis LaPierre; Doctorate, Biology, Bachelor of Arts, Economics <i>Qualified Subject Areas: Environmental Issues</i></p>
<p>Shannon McLain; Doctorate, Organization Leadership, Master of Science, Management, Bachelor of Arts, Anthropology <i>Qualified Subject Areas: Current Issues in Human Resource Management, Coaching and Mentoring, Negotiation, Mediation, and Conflict Resolution, Ethics, Ethics and Leadership: Leading and Managing in a Diversity Society, Foundations of Leadership, Organizational Psychology</i></p>
<p>Nadine Lemmons; Master of Arts, Business Administration, Bachelor of Science, Management & Business <i>Qualified Subject Areas: Foundations of Leadership, Foundations of Business Practices and Emerging Technologies</i></p>
<p>JoAnna Mosser; Doctorate, Political Science, Master of Arts, Philosophy, Bachelor of Arts, Political Science, Bachelor of Arts, English <i>Qualified Subject Areas: Leadership and Organizational Psychology</i></p>
<p>Anita Quirk; Juris Doctorate, Bachelor of Arts, Spanish <i>Qualified Subject Areas: Negotiations, Mediation, and Conflict Resolutions</i></p>
<p>Janel Skreen; Master of Science, Environmental Science, Bachelor of Science, Biology <i>Qualified Subject Areas: Workplace and Environmental Safety</i></p>
<p>Maggie Stuart; Doctorate, Education, Student, Master of Science Business Administration, Bachelor of Science, Business Information Systems <i>Qualified Subject Areas: Professional and Organizational Communications, Foundations of Leadership, Foundations of Business Practices, Emerging Technologies</i></p>
<p>BAS-OLTM Full-time Faculty; Prefer candidate with educational background and experience in leadership, ethics, and management/supervision.</p>
<p>TBD Adjunct Faculty as needed</p>

Criteria 3: Selective Admissions Policy

The BAS-OLTM is designed to provide maximum access to the degree and at the same time ensure student success and retention at the baccalaureate level. The program is designed for working adults with a range of professional technical associate degrees and a diverse set of work experiences and professional goals. The curriculum will address knowledge, skills, and abilities in areas such as leadership theory, professional communications, project management, workplace and environmental safety, conflict resolution, change management, financial management, entrepreneurship, ethics, and diversity. Designed for place-bound students interested in gaining leadership/management knowledge, skills, and abilities, and enriching their credentials, BAS-OLTM is a blended learning model for adult, nontraditional students. The program offers all students schedule flexibility as well as significant on-campus resources close to home or work. It anticipates a full capacity of 30 students by the fourth year of the program, 2024-2025.

Application Pool Development

LCC is committed to the success of all students. To this end, the college will utilize a variety of methods and strategies to (a) build a pathway to the BAS-OLTM via internal Guided Pathways and institutional efforts, (b) raise broad awareness of the BAS-OLTM through marketing efforts (c) develop inter-institutional AAS and AAS-T agreements, and (d) partner with community-based, tribal, and professional organizations to develop a robust and diverse BAS-OLTM application pool (see Table 12).

Table 12. Sample Application Pool Development Strategies

Focus Area	Strategies
<p>Guided Pathways and Institutional Capacity</p>	<ul style="list-style-type: none"> ● Exploratory and introductory courses: All students will take a college success/exploratory course where they learn about pathway options (AA-DTA/MRP, AAS, AAS-T, and certifications) which will be expanded to include the BAS-OLTM. ● Advising: Entry advisors and faculty advisors (including the BAS-OLTM BAS-OLTM faculty director, will work collaboratively to identify AAS and AAS-T students for possible BAS-OLTM transfer and regularly meet with students to facilitate timely completion. ● Subject-matter support: LCC student support services such as tutoring, and library services are linked directly to classroom activities to help ensure that potential applicants struggling with quantitative and writing courses, develop college-level skills and pass their courses with at least a 2.0 grade minimum, to help them meet the minimum BAS-OLTM entrance requirements.

	<ul style="list-style-type: none"> ● Equity, diversity, and inclusion: BAS-OLTM faculty director and supervising administrator will collaborate with the college’s Diversity and Equity Committee and institutional research to identify equity gaps and develop strategies to market to underrepresented populations in the region. ● Student clubs, student support programs, and specialized programs: Work with student clubs, student support programs (Veteran’s Alliance, Sexualities and Genders Alliance, Multicultural Club, and Xochipilli Club (Spanish/English learning through immersion), and other institutional initiatives serving historically underserved groups to bring awareness to the BAS-OLTM pathway.
Marketing	<ul style="list-style-type: none"> ● Multiple touch points: Establish multiple touch points (LCC website portal, information sessions, social media, community engagements, etc.) to help students learn about the program and facilitate contact with advisors. Strategies include: <ul style="list-style-type: none"> ○ Maintain an interested student/agency contact list to send out monthly Zoom information sessions. ○ Perform classroom visits for strategic introductory and second year courses. ○ Constant Contact direct emails to prior LCC graduates from 12 feeder programs ○ Visit internal programs where students are making career and educational decisions (including Open Doors, CEO/high school completion, and transitional studies). ● Push and pull marketing: Work with LCC’s marketing department and institutional and community partners to promote the BAS-OLTM in local markets and underserved communities and draw prospective students to apply for the BAS-OLTM. Strategies include: <ul style="list-style-type: none"> ○ Attend Transfer Fairs (virtual and in person where feasible), ○ Visit high schools and share information to be delivered via local navigators housed either at the high school or serving districts remotely. ○ Develop and run ads via radio, YouTube, Facebook, and other social media highlighting the program and targeting underrepresented populations. ○ Develop and distribute brochures highlighting underrepresented populations at local agencies: Work Source, Cowlitz County Community Action Program, Family Promise (housing insecurity transition organization).
Inter-Institutional Agreements	<ul style="list-style-type: none"> ● Transfer agreements: Work with other community and technical institutions to develop AAS transfer guides and agreements including but not limited to formal articulations and memorandums of understanding (MOU).

Community, Industry, and Tribal Partnerships	<ul style="list-style-type: none"> ● Targeted outreach: Partner with local community, industry, and tribal stakeholders to promote the BAS-OLTM to their memberships – with special attention to raising awareness in underserved populations, professionals with existing AAS/AAS-T degrees, as well as incumbent professionals in target business sector occupations.
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Admission Requirements

LCC established minimum entry requirements for the BAS-OLTM program to ensure prospective students possess foundational knowledge in general education and a baseline for success before entry. Admission to the BAS-OLTM program at LCC will be selective, as the number of enrollment spaces is planned to be 24 the first year (2021-2022) and expected to increase to 30 by the fourth year (2024-2025) and each year thereafter. Only when more than 30 students apply to the BAS-OLTM program, will the weighted application criteria and points system be used in the selection process.

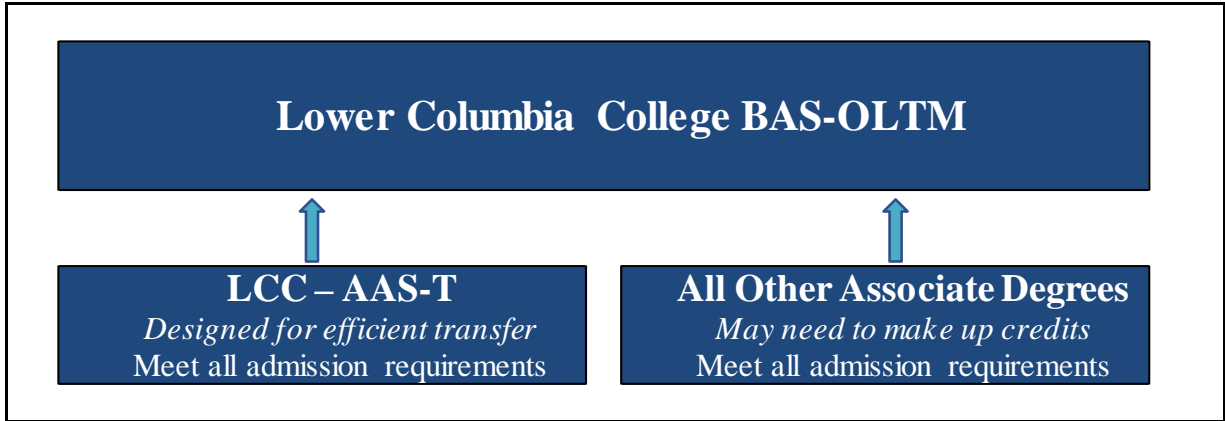
To be considered, applicants must meet the minimum qualifications and satisfy all application processes, including the following:

1. Completed an associate degree or higher, or 90 credits from a nationally accredited institution prior to the start date of the cohort to which they are applying.
2. Minimum 2.5 cumulative GPA
 - a. 2.0 GPA or higher in **all** courses which meet program entry requirements listed below:
 - i. College-level English composition (5 credits)
 - ii. College-level math course for which intermediate algebra is a prerequisite
 - iii. Human Relations (5) one of the following:
 1. PSYC& 100 General Psychology (5) or
 2. ANTH& 206 Cultural Anthropology (5) or
 3. PSYC 204 Applied Psychology (5) or
 4. PSYC 214 Psychology of Adjustment (5) or
 5. SOC& 101 Introduction to Sociology
 - iv. CS 110 or equivalent (BTEC 104, BTEC 131, or proficiency test) (3 credits)
3. Submission of transcripts for evaluation
4. Resume
5. Completion of LCC application for admissions and BAS-OLTM program application

Selection and Admissions Process LCC's BAS-OLTM offers several AAS transfer options. Since the BAS-OLTM is built upon a variety of newly developed AAS-T degrees, students who earn these degrees are positioned to efficiently transfer to the BAS-OLTM program (see Diagram 3). The college's current AAS degrees in these fields, allows a merger onto the new AAS-T pathways should students later choose to pursue the BAS-OLTM degree. Students on this alternative path need to take additional courses to meet requirements and be ready to succeed in baccalaureate-level work. Advising is key in facilitating an efficient student redirection.

Students with other associate degrees and who meet all other requirements are encouraged to apply. To accommodate as many qualified students as possible, LCC will award credit for prior learning, where applicable.

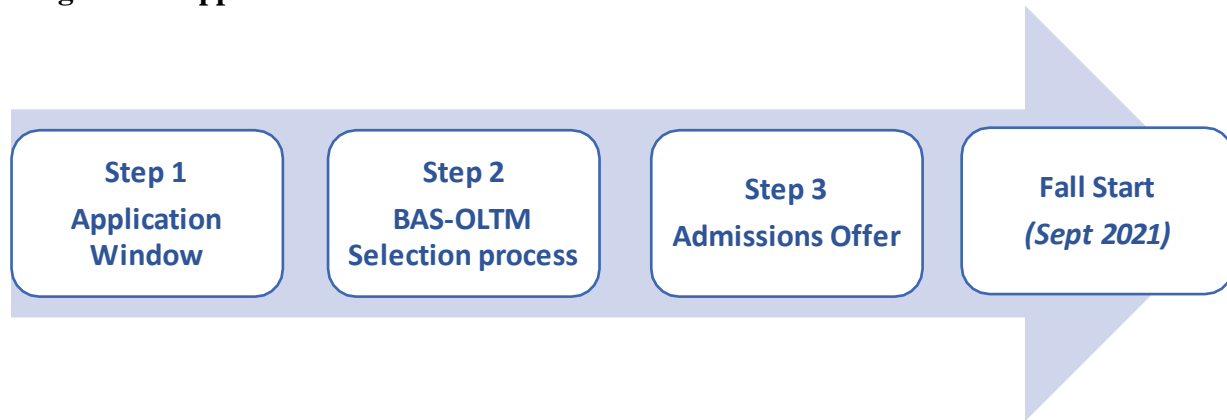
Diagram 3: Associate to BAS-OLTM Transfer Pathways



Application and Selection Process

To promote a robust pool of diverse applicants, the BAS-OLTM program proposes to have three steps (see Diagram 4). Per LCC’s open door policy, all applicants who meet the minimum qualifications and have successfully completed the application process will be considered for the program. A sample application form can be viewed in Appendix I.

Diagram: 4 Application and Selection Process



Step 1 – Application window (March – June, prior to fall entry). Continue marketing efforts. Applicants submit applications via a web portal.

Step 2 – BAS-OLTM selection (July, prior to fall entry). A selection committee made up of BAS-OLTM faculty and representatives from the College review application using a weighted scale. If qualified applicants exceed openings in any given year, LCC will follow established guidelines for priority consideration. Priority consideration will first be given to qualified students who meet the application deadline. Among qualified students who meet the deadline, priority will be given to students whose established academic tract aligns with organizational

leadership objectives, who have relevant or related work experience, and who have demonstrated superior academic performance as indicated by overall grade point average, students who hold a professional technical associate degree and/or demonstrate technical expertise, and students who demonstrate basic computer literacy (see Table 13). Only when more than 30 students apply to the BAS-OLTM program, will the weighted application criteria and points system be used in the selection process.

Step 3 – Admissions (August, prior to fall entry). Provisionally qualified students are notified, formal admissions subject to remaining requirements (formal transcripts, admission acceptance, etc.). In the event where students decline an admission offer by a deadline, and there is a waitlist, the next qualified applicant is notified of an admission offer.

Table 13. Entry Requirements & Selection Criteria for BAS-OLTM

Category	Description	Points
<i>Credit or Degree Requirements</i> (45 points max.)	AAS or AAS-T from Lower Columbia College	45
	Degree from any nationally accredited college	35
	Minimum 90 credits from a nationally accredited college	25
<i>Experience</i> Documentation of relevant work and volunteer experience (35 points max)	5+ years of work experience	35
	3–5 years of work experience	25
	1-3 years of work experience	15
	Less than 1 year of work experience	10
<i>Transcripts /GPA verification</i> Documentation of all college, university, vocational/technical school attendance (20 points max.)	2.5 Cumulative GPA with a 2.0 GPA or higher in all courses which meet program entry requirements	20
	2.0 Cumulative GPA with a 2.0 GPA or higher in all courses which meet program entry requirements	15

Commitment to Equal Opportunity and a Diverse Student Body

LCC is committed to providing educational opportunities to persons of diverse cultures and backgrounds to assist all students in achieving their academic and professional goals.

Like all Washington state system colleges, LCC is an equal opportunity college providing equal educational opportunities for all students and expressly forbidding discrimination. Moreover, among the core values of Lower Columbia College are a respect for diversity and appreciation for difference. The BAS-OLTM Guiding Principles also state that the program recognizes “A strong commitment to making inclusion a core component of all initiatives, program operations and professional development is vital.”

LCC also has established multiple programs to ensure that education is accessible to all students. The college has offices and centers for multicultural, veteran, international, disabled, and other populations that assist students with academic and campus life, financial aid, and job placement.

LCC plans to create a dedicated program website including an informed social media presence (similar to the current BAS-TE program website) to advertise admissions procedures and program requirements, hold virtual information sessions, have a presence at Work Source, radio, and news broadcasting stations.

The SBCTC outlines very clear guidelines for prior learning assessment (PLA). Using these guidelines, along with current LCC institutional policies, the BAS-OLTM program is developing a clear process and appropriate range of strategies to assess demonstrated student skills. BAS-OLTM faculty will work with the registration and records office to produce transparent, consistent, equitable procedures for PLA.

Explain efforts that will be used to assure that the program serves as diverse a population as possible

LCC is committed to providing educational opportunities to persons of diverse cultures and backgrounds to build a more diverse workforce and community. The BAS-OLTM program will work diligently to make certain it serves as diverse a population as possible. In accordance with LCC's mission of diversity, equity, and inclusion "Lower Columbia College celebrates and embraces diversity of all kinds, including differing beliefs, cultures, people, and experiences. We commit to institutional and individual changes that recognize, understand, and challenge patterns of social inequity and systemic disparities within our ever-changing world. As part of this commitment, we strive to strengthen practices involving student success, cultural enrichment, diversity education, curricular transformation, and employee development. We are dedicated to promoting an accessible, inclusive, and safe environment that fosters cultural competency, educational equity, and social justice for all students, staff, faculty, and our local and global communities."

LCC has programs to ensure that education is accessible to all students. The college has offices and centers for multicultural, veteran, international, disabled, and other populations that assist students with academic and campus life, financial aid, and job placement. The college's Diversity & Equity Committee (D&E) advises the president and the Executive Leadership Team on enhancing diversity, multiculturalism, and equal opportunity in all aspects of the college's mission. The D&E Committee represents all the college's mission areas, student, staff, and faculty groups. Working together, D&E members facilitate communication and collaboration across LCC's campus and departments.

Cowlitz County's growing Hispanic population has doubled since 2000 to 9.3 percent in 2019. As the community continues to diversify, the lack in educational attainment rates is projected to continue to be lower than the state average. Compared with the state and nation, Cowlitz County's adults 25 years and older were more likely to have only a high school diploma or some college education, vs. attaining a bachelor's degree or higher. In 2019, 17 percent of Cowlitz adults had a bachelor's or advanced degree, as opposed to 35 percent statewide. LCC's students of color population is approximately 30 percent, substantially higher than the non-white population in Cowlitz County. Eighty-seven percent of LCC students qualified for a Pell Grant in 2017-2018. The individual per capita income and median family income for Cowlitz and Wahkiakum counties are below that reported for Washington State, and the poverty level for Cowlitz is considerably higher than the state average. Female college students outnumber male students by

more than two to one. LCC's strategy to close the educational attainment gap and reach students who are underrepresented is to add innovative and relevant educational pathways such as the BAS-OLTM.

The BAS-OLTM faculty director will work closely with the admissions, outreach, and retention coordinators to plan and to attend outreach programs at various school districts and other functions that may be conducive to the promotion of the BAS-OLTM program. Marketing efforts will be made to past graduates of LCC to build a pipeline of students into the BAS-OLTM program. A diverse student population will be encouraged. Best practices to increase and encourage diversity are being explored by LCC at this time, as the college is committed to equity, diversity, and inclusion. Marketing and outreach efforts will include:

- Engage in targeted marketing efforts to encourage persons of color or persons from under-served populations to apply to the program.
- Recruit people of color who are LCC graduates. All eligible graduates will receive information about the new program via email and direct mail.
- Recruit students from local high schools by presenting information high school career fairs.
- Use Constant Contact direct email to recruit past graduates from the 12 feeder degrees.
- Recruit professionals to serve as role models and as members of the program's advisory committee.
- Graduates and professionals will be asked to give presentations to currently enrolled associate degree students to encourage them to pursue the bachelor's degree.
- Present information to businesses and professional organizations to recruit their employees of color or their employees from under-served populations to enroll in the BAS-OLTM program
- Regularly assess recruitment/retention efforts from under-represented populations, and continually strive to improve the program's appreciation and respect for diversity.
- Evaluate disaggregated data to ensure equity gaps are identified and addressed.

Once students are enrolled, the college will use multiple formats, instruments, and settings to accommodate differing learning styles and issues of information accessibility and provide assistance and reasonable accommodations to BAS-OLTM students through advising, tutoring, and other services (described in greater detail in Criteria 4: Appropriate Student Services Plan), including through its established office of access and disability, intercultural center, and veteran's services office.

Criteria 4: Appropriate Student Services Plan

Student Services Plan

In keeping with LCC's strategic plan and core themes and utilizing practices, the BAS-OLTM program will leverage LCC's existing services combined with BAS-OLTM strategic support to deliver comprehensive and inclusive wraparound services to promote timely completion of the BAS-OLTM degree.

Faculty and Support Personnel

The college will hire, and/or allocate, the following personnel to manage and oversee the BAS-OLTM program:

- **Faculty Director/Program Leadership:** LCC's leadership recognizes that successful and intentional design, delivery, and continuous improvement are central to the BAS-OLTM program's success. The strategic and day-to-day management, coordination, and documentation of resources and processes (human capital, fiscal, programmatic elements, etc.) require a highly qualified faculty director with requisite instructional, technical, and management skills. In addition, a demonstrated and deep commitment to both instruction and student success need to be evident. A full-time tenure track faculty director will be hired--duties to include 10 credits per term teaching responsibility and 5 credits of release time for program management. The faculty director will be responsible for the day-to-day management of the program details and will be the primary contact with BAS-OLTM students and manage all aspects of advising, selection, admission, registration, retention, and graduation.
- **Administrative Support:** The BAS-OLTM faculty director will also have the support of a part-time office assistant, 75 hours per month (with ½ support specific to BAS-OLTM), for general administrative functions as well as the support of the full-time Administrative Assistant to the dean of instruction overseeing the BAS-OLTM degree.
- **Adjunct Faculty and Professional Tutors:** LCC will hire approximately 12-15 highly qualified adjunct faculty and professional faculty tutors for approximately 100 hours per quarter/10 hours per week.
- **Student Services Support:** In order to support the addition of a second cohort, LCC will hire two part-time, 75 hour per month, program coordinators to provide services in registration (support with admissions and transcript evaluation) and financial aid.
- **Support from Leadership:** To fulfill their responsibilities, the BAS-OLTM faculty director, adjunct faculty, and tutors will also receive support from the office of instruction, registration, institutional effectiveness and research, the dean of instruction, the vice president of instruction, and the vice president of student services as needed.

New Student and Program Orientations

All students new to LCC are required to participate in a new student orientation (NSO).

Additionally, students must attend an orientation to the BAS-OLTM program upon acceptance into the program. NSO's are offered fully online and are strongly supported by entry advisors and student services staff. The BAS-OLTM faculty director will provide entry advisors with informative degree/program information materials that can be incorporated into NSO for new prospective BAS-OLTM students. Entry advisors will direct students to the appropriate AAS-T degree path and assist with the first quarter class registration.

NSO covers career planning, campus resources, campus life, financial aid, student accounts, registration services, advising, degree options, assessment of digital literacy, using the Northstar digital literacy program, Canvas 101 and first quarter registration. Detailed degree program planners and advising instructions are provided to students during NSO. The fully online NSO

offers students the flexibility to complete the process when convenient for them, and students receive support through frequent follow-up via email, phone, and video conferencing from entry advisors to ensure adequate support throughout the process. Students who have attended LCC previously are required to participate in the NSO if they have not taken classes in two years or more. Students needing additional support or who lack access to technology can check out a Chromebook to complete the process or make an appointment for in-person services following LCC's COVID-19 mitigation and safety plans.

BAS-OLTM Program Orientation: Students who have been accepted into the BAS-OLTM program will be required to participate in a program orientation. This orientation will be led by BAS-OLTM faculty director and provide an overview of the BAS-OLTM student handbook (currently under development) which outlines procedures, expectations, policies, and requirements for continuation in good standing.

Welcome Admissions Information: Upon acceptance of program admission, students receive a welcome email/virtual packet which includes essential information about the two-year BAS-OLTM program. Among other essential information, the packet includes the following:

- Welcome letter
- Checklist to complete prior to BAS-OLTM orientation (student login, official transcripts, placement tests if necessary, class schedule, parking permit, etc.)
- Advisor assignment
- Information on student services, financial aid, instructional resources, and clubs and organizations, etc.

Academic Advising

The purpose of advising at LCC is to assist students in making appropriate choices that will help them reach their academic and career goals. Entry advisors and faculty advisors are the primary advisors for all prospective BAS-OLTM students. Students applying for and admitted into the BAS-OLTM program will receive individualized and personalized academic advising services and assistance in navigating the entrance, registration, class scheduling, and graduation process. LCC plans to hire a full-time BAS-OLTM faculty director who will serve as the designated academic advisor to students in the BAS-OLTM. LCC's faculty contract includes academic advising as a part of workload; however, the position will receive the equivalent of 5 credits (55 hours per quarter) per term to ensure adequate time to provide high quality program oversight including individualized advising services.

The BAS-OLTM faculty director will monitor students' progression throughout the program, providing feedback to the student about any areas of concern. They will work to proactively develop relationships and provide wrap around support to BAS-OLTM students with the assistance of LCC's student services department. Some strategies to support students include comprehensive and ongoing support from administrators and peers; peer advising; targeted support for critical steps such as completion of the Free Application for Federal Student Aid (FAFSA) and test/finals prep. Additionally, the BAS-OLTM faculty director will work closely and collaboratively with the Counseling and Advising Center to advise students who are in their freshman and sophomore years and are considering applying for admission to the BAS-OLTM program once they complete their associate degree. The BAS-OLTM faculty director will hold

quarterly advising/program information sessions, online and/or in-person as feasible, for prospective students to promote awareness of both program admission requirements and program involvement expectations. The BAS-OLTM faculty director will meet regularly with entry advising and faculty advisors to maintain communication and collaboration.

Student Services, Counseling, Advising and Career Centers

The Counseling, Advising and Career Centers offer various resources designed to assist students to achieve academic success, acquire skills for employment, improve personal well-being, and develop effective skills for interacting in a diverse environment. Counseling services are available at no cost to registered LCC students.

Services available through the Counseling and Advising Center include:

- Short-term personal counseling
- Transfer information
- Decision-making regarding career and life goals
- Strategies for dealing with the fear of testing and new situations
- Academic advising
- College survival and study skills
- Student advocacy
- Degree path mapping
- Career and employment services
- Degree audit

The BAS-OLTM faculty director will meet with student services departments regularly at the monthly Student Services Council meeting. During this meeting BAS-OLTM faculty director can share important BAS-OLTM program information and maintain communication with financial aid, disability support services, career services, advising, registration, counseling, and student programs (TRiO, BFET, WorkFirst, Opportunity Grant, Worker Retraining, Veteran's etc.). LCC has the capacity to serve the additional students in the BAS-OLTM program. Staffing in advising, counseling and career services includes: two full-time faculty counselors (career and academic) and five educational planners. LCC's career services is open to all students and the general community. Current staff have experience supporting individuals with career research and job placement assistance at multiple degree levels.

One-Stop Center

LCC's One-Stop Center provides one-on-one assistance to new and returning students who are going through the admissions process at LCC. The center also provides continued service to students who have general questions about LCC, need help completing their financial aid application, understanding their financial aid award, applying for scholarships, registering for classes, and connecting with resources. Support staffing includes one full-time manager, one full-time program coordinator, and several part-time hourly staff and work-study employees.

Disability Support Services (DSS)

LCC is committed to providing access for all students to instructional, technological, and support services to promote student success. LCC allocates budgetary support for these services annually. As part of this commitment, DSS provides appropriate accommodations to individual students, access to adaptive technology, and barrier-free facilities. Available accommodations

include but are not limited to alternative exam format/time, taped texts/lectures, American Sign Language interpreters, note takers, accessible parking, and registration assistance. DSS facilitators work with instructors, departments, and the students to ensure accommodation needs are met. With a full-time director, full-time coordinator, and several part-time support staff, LCC anticipates that current staffing levels will be sufficient to support the BAS-OLTM cohorts.

Registration and Records

Once students apply and are accepted into the BAS-OLTM program, the BAS-OLTM faculty director will help streamline processes and ensure accurate registration for BAS-OLTM students by providing advising, class scheduling, and registration access codes. The registration office will support these efforts by offering online and in-person registration services. Current staffing in the LCC registration office includes a full-time registrar, data analyst, credentials evaluator, and two program coordinators, supported by two part-time program assistants. One of the two credential evaluators will be assigned to the BAS-OLTM program admissions process to streamline official degree evaluations. Additionally, staff members will assist students with enrollment verification and official transcript requests. During year two, and with the addition of a second cohort, LCC will hire a part-time hourly employee to provide additional support for admissions processes. The BAS-OLTM faculty director will meet with registration staff on a quarterly basis to review and refine program processes.

Financial Aid

The financial aid office prepares and disburses federal, state, and institutional aid for all LCC students. Students can monitor the progress of their applications online. All students admitted to the BAS-OLTM program will be able to apply for financial aid in the same manner as all other students. LCC's financial aid office will assist and support students to obtain as much financial aid as possible. The BAS-OLTM faculty director will help students navigate financial aid, including access to scholarships, grants, and other funding opportunities. LCC's financial aid staffing levels consist of one full-time director, two full-time assistant directors, one full-time program coordinator, three full-time program assistants, and several part-time and work-study support staff. It is anticipated that current staffing levels will be adequate to serve the initial cohort of twenty-four BAS-OLTM students. One of the two assistant financial aid directors will be assigned to oversee and support the BAS-OLTM program and process financial aid awards to students. During year two, an additional part-time hourly program coordinator will be hired to support the additional workload. As a part of Guided Pathways efforts, the college will be assessing staffing levels in financial aid and explore converting additional part-time staff to full-time. LCC's administration is committed to ongoing assessment of staffing needs related to BAS-OLTM implementation to ensure both program and student success.

Veterans Administration Programs

LCC's Veterans Program provides outstanding veteran support services and encouragement to our student veterans to ensure program completion. The veteran's affairs office assists all eligible veterans, reservists, dependents, and VA Chapter 31 students. It is anticipated that the BAS-OLTM degree will be eligible for VA-approved funds.

Tutoring

The Tutoring Center offers tutoring to currently enrolled students in almost every subject. Students pay a small tutoring fee with registration, and there are no additional costs. All tutors are enrolled LCC students. Students are limited to one appointment per day, per subject. Tutors are available for a variety of classes and subjects. Students can meet with tutors face-to-face or online for one-on-one or small group sessions. Appointments can be scheduled ahead of time, or walk-in appointments can be made if a tutor has an opening. All tutors go through CRLA (College Reading & Learning Association) training. Training topics include beginning and ending a session, definition of tutor responsibilities, goal setting, learning theory, and many more.

eTutoring

LCC provides online tutoring services in addition to eTutoring services provided in partnership with the Western eTutoring Consortium. All currently enrolled LCC students have access to eTutoring's free online peer tutoring services in the following areas: accounting, American Sign Language, anatomy & physiology, biology, calculus, chemistry, computer science, economics, psychology, math, Microsoft Office, physics, Spanish, statistics, web development, and writing.

eLearning Support

The eLearning department supports instructional technology, including the Canvas learning management system, Panopto, MyMathLab, Google Apps for Education, Honorlock, and Microsoft 365. eLearning staff, consisting of two full-time and one part-time employee, provide in-person, online, and telephone support. eLearning also provides tutorials on technical topics to assist students, faculty, and staff, and they support the training, conversion, and maintenance of accessible online content. Students are introduced to Canvas through the new student orientation for bachelor program students. Canvas technical support is provided on an ongoing basis, and LCC faculty are equipped to answer basic student questions. Additional support can be accessed through the eLearning department by phone, email, Zoom, or in-person.

Library and Media Services

The mission of LCC Library and Learning Commons is to provide the instructional support, resources, and environment that students need to become accomplished, independent learners. The library's vision is to be an empowering information hub where users have access to cutting edge academic support services in a single location (see Table 14).

The LCC Library provides many services for students, faculty, and staff including reference and research services, information literacy instruction, reservable study spaces with technology, a recording booth, computer lab, circulation services, course reserves, interlibrary loan, an on-site tutoring center, and an on-site eLearning office for Canvas support.

The library's collection consists of physical and online resources. The print collection includes 20,000 books, 547 periodicals, 774 DVDs, 60 Chromebooks for student checkout, two Chromebooks for staff checkout, six classroom sets of 12 Chromebooks for faculty checkout. Made available by eLearning, the library provides a digital camera and tripod, a GoPro, a mini portable projector, a large cart projector, and a snowball microphone for faculty checkout. Online library resources include 34 research databases, 24/7 "Chat with a Librarian" service, video tutorials, citation guides, research guides, technology guides, Open Educational Resources, and

copyright compliance information. The Library’s research databases offer over 200,000 academic eBooks (EBSCO), 123 e-Encyclopedias (Gale), over 328,000 streaming video segments (Films on Demand), audiobooks and eBooks (RBdigital), and subject-specific content via EBSCO and ProQuest. Since July 2017, the library has used Alma, a cloud-based library services platform, with Primo as its front-end discovery interface. When using the subject headings “business management” and “business leadership” to search the library’s entire collection, the search returns over 7,000,000 full-text results that include print, electronic, and audio books, online journal articles, and videos.

The two-story library is currently undergoing a remodel during summer quarters in 2020 and 2021. The remodel will add two classrooms for class sessions, workshops, and quiet study, three additional group study rooms with technology, a media and design space, new furnishings for student study areas, and improved lighting, acoustics, and access to staff support. In addition to study space, print collection, and technology, the library currently offers two reservable quiet study rooms with technology for student groups and a reservable WhisperRoom recording booth for audio and video course submissions and content creation. Two reservable areas with Smart Boards are available for faculty and librarians to instruct classes. There are 52 student computers in the library, two black and white printers/copiers/scanners, and one-color printer.

Faculty librarians are available to provide tailored, ad hoc information literacy instruction to courses in any discipline, both in-person and online through our Canvas learning management system. Librarians also provide reference services to students and faculty and are responsible for collection development.

Table 14. NWCCU BAS Degrees Library Services Rubric and LCC BAS-OLTM

Standard	Joint Library and BAS-OLTM Strategies
<p>NWCCU Standard 2.C.6: Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.</p>	<p>BAS-OLTM faculty work with librarians to identify, integrate, and scaffold appropriate library information resources in project-based learning assignments and other outcomes-based learning activities.</p>
<p>NWCCU Standard 2.E.1: Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution’s mission, core themes, programs, and services, wherever offered and however delivered.</p>	<p>The library houses approximately 20,000 print volumes and more than 547 periodicals, and offers 34 online research databases that feature eBooks, articles, and streaming media. As well, BAS-OLTM instructors work with librarians to identify and secure appropriate information resources to support upper division courses that are accessible by our mixed-modality model.</p> <p>See Table 15 for a sample of resources.</p>

<p>NWCCU Standard 2.E.2: Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.</p>	<p>Librarians regularly engage in data-driven review of LCC’s library materials to provide current, secure, relevant, and accessible information resources that support appropriate levels of rigor across programs. It integrates the BAS-OLTM in its processes.</p>
<p>NWCCU Standard 2.E.3: Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.</p>	<p>LCC’s librarians support the BAS-OLTM program via scheduled-direct instruction and real-time support of effective, efficient, and responsible use of library and information resources. As with LCC’s already established BAS-TE program, librarians work closely with BAS-OLTM instructors to select key databases to support bachelor-level curriculum as well as develop specialized Library Research Guides that provide relevant industry specific information.</p> <p>Tutors are available for a variety of classes and subjects. Students can meet with tutors face-to-face or online for one-on-one or small group sessions.</p> <p>Table 15 provides a sample of resources that are available 24/7. Also, students can chat with a librarian after hours via a web portal.</p>
<p>NWCCU Standard 2.E.4: The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.</p>	<p>Library faculty regularly review costs and use statistics for all subscription services. The library faculty work with subject faculty such as those in the BAS-OLTM to determine when to retire or add a new subscription. In addition, our systems librarian and library technical services staff work in tandem with IT on the secure delivery of these subscription services. Non-subscription print materials are reviewed in a similar data-driven way to determine their value to the collection based on accuracy, age, and use.</p>

Leadership, Management and Business Databases and Print Collection

To support the BAS-OLTM program and ensure students have access to BAS level learning resources, LCC will purchase print materials to establish an initial collection. LCC will annually subscribe to the following additional databases and journals as necessary to support the BAS-

OLTM program students: EBSCO Academic Premier (upgrade from Academic Search Complete), The Leadership Quarterly, and Harvard Business Review.

Table 15. Sample of Online-Accessible Library Resources

Key Databases
<ul style="list-style-type: none"> ● ABI/INFORM Trade & Industry includes in-depth coverage of companies, products, executives, trends, and other topics. With ABI/INFORM Trade & Industry users can study and compare specific trades and industries, including telecommunications, computing, transportation, construction, petrochemicals, and many others. ● Academic Search Complete over 6,300 full-text journals and magazines, including 5,700 full-text, peer-reviewed journals from a wide variety of academic disciplines ● ProQuest Research Library for newspaper, magazine, and scholarly journal articles ● CQ Researcher or Gale in Context for controversial issues or current events ● Gale Virtual Reference Library for encyclopedia entries ● Films on Demand for educational videos ● eBook Central or EBSCO eBook for eBooks you can read on your computer or mobile device
Research and Help Guides
<ul style="list-style-type: none"> ● Library research guides by subject, class, or area of research need ● Alphabetical list of 34 databases on a variety of subjects. ● Find a specific article, journal, or magazine ● Cite sources in MLA or APA ● Finding and evaluating scholarly journals ● Help connecting to library databases.

Classroom Technology

LCC classrooms are equipped at minimum with instructor technology stations, which include a computer, projector, and screen. Most also have a document camera and many have Mondo Pads or Smart Boards.

Business Achievement Center

During winter/spring 2020, LCC developed a new Business Achievement Center (BAC). The BAC was created to provide a dedicated space for study and additional instructional and tutoring support for students in related business majors. The use of this space will be expanded to include BAS-OLTM students. LCC has also created a BAC virtual space where students receive direct support from faculty and instruction technicians via Zoom.

Computers and Technology

LCC has a variety of instructional technologies, computer labs, and equipment to serve students in the BAS-OLTM program, including:

- Smart Top tables and reservable SmartBoard areas

- 1,250 desktop and laptop computers among 35 lab settings, 47 classrooms, offices, and remote sites (systems are updated and replaced on a 4-5-year cycle)
- All students are provided an email with Google Apps
- Nine instructional computing labs are available which have teaching stations equipped with projectors, whiteboards, and sound equipment
- LCC's library houses the Learning Commons, where students can access tutoring and computers
- Workspaces are available to students to practice working with audio-visual and multi-media technology available in the classrooms
- A dedicated computer lab, currently utilized by LCC nursing students, will be expanded to serve BAS-OLTM program students
- Dedicated times in the LCC Regional University Center classroom will be established for study-tables for BAS-OLTM students
- Twenty new high-end laptops purchased fall 2020 (Lenovo Legion 5) capable of running advanced software programs

Internet Access

The college provides free Wi-Fi campus wide, which covers every building on campus as well as most outdoor spaces. LCC has also purchased 20 Wi-Fi hotspots that are available for student checkout. LCC continues to assess student needs and will seek to purchase additional hotspots as needed to ensure students have adequate access to Wi-Fi, eliminating this as a barrier to success.

Criteria 5: Commitment to Build and Sustain a High-Quality Program

LCC is committed to developing a high-quality, equity-based BAS-OLTM program which will build upon the strong foundation of a variety of LCC's career-technical AAS-T degrees. LCC has the full support of local employers in the region to offer the BAS-OLTM. This support will ensure that the program will respond to the critical need to educate and prepare well-qualified individuals to move into leadership and management positions and builds on one of LCC's strengths--the ability to coordinate across multiple sectors to address our community's most important challenges. The BAS-OLTM is further supported by internal institutional processes including, but not limited to, the review and approval of LCC's General Workforce Education Advisory Committee, integration with the college-wide implementation of Guided Pathways efforts and other instructional and student support processes as previously described in this proposal.

Standard 1: Funds to be used to Support the Program

LCC's Executive Leadership Team, with the support from the LCC Board of Trustees, is committed to building and sustaining a strong BAS-OLTM degree. LCC has adequate funding within the current operating budget and reserves to support the development of the BAS-OLTM program. While not required for program start-up costs, the LCC Foundation is also highly supportive of LCC's development of its second BAS degree and will explore options for a future fundraising campaign to support scholarships and student support funds.

If approved, the BAS-OLTM will utilize the state-supported funding mechanism, which uses a combination of legislative appropriation of state funds in addition to student tuition. Additional tuition revenue from upper division tuition rates will cover additional expenses. Consistent with the management and oversight of all LCC programs, the BAS-OLTM program will be sustained as part of the general fund budget and assessed for viability as part of the program review cycle to ensure adequate enrollment. Table 16 projects revenue and expenses for the first five years. For revenue, the budget assumes operating fees only. As per our projections, we expect to have adequate revenue by year three and program sustainability effective year five. LCC will implement a part-time cohort effective year two. Full-time cohorts will run every other year with part-time cohorts beginning every three years. As cohorts progress, we will explore the feasibility of delivering the full-time program via an adult degree model (one course at a time, three courses per quarter over a non-standard term of 15 weeks).

Standard 2: Projected Program Expenses

Start-Up Costs

For 2020-2021, LCC has hired a current faculty member to serve as the BAS-OLTM project manager to coordinate stakeholders and manage the development process with strong support from the dean of instructional programs/workforce education. Additionally, a lead faculty has been contracted to support the initial program and curriculum development. During year one, additional adjunct faculty will be contracted to support remaining curriculum development (\$31,500 total for 90 credits). LCC has funding available to cover the curriculum development costs, initial and ongoing (pending final BAS-OLTM approval).

Expenses

- **Instruction:** Instructional rates vary based on LCC's faculty contract. LCC plans to hire a full-time tenure track faculty director to both teach in the BAS-OLTM and provide high quality program management, assessment, and advising. Identified adjunct faculty are primarily currently employed full-time faculty at LCC who will teach on overload contracts for the BAS-OLTM. Additional adjuncts have been identified and will be hired based on areas of specialization. Adjunct rates are \$569.58 per credit for 15 credits during year one and 60 credits per year in years two through five with a 2 percent annual increase.
- **Curriculum Refinements:** LCC will allocate \$3,300 per year for years one through three to address any additional necessary curriculum refinements (\$220 per credit up to 45 credits).
- **Support Staff:** LCC will allocate 0.5 FTE support staff to assist the BAS-OLTM faculty director in program administration including activities as described in Table 12 (Application Pool Development shown in Criteria 3). LCC will also hire professional faculty tutors at the current rate of \$40.78 per hour for 100 hours per quarter with a 2 percent annual increase.
- **Other:** Other expenses represent operating costs because of the new program and also assume a 2 percent annual increase.

LCC's executive leadership is committed to ongoing assessment of staffing needs to support the BAS-OLTM program. To comply with Standard 3 WAC 181-78A-261(2)(a) personnel workloads will be closely evaluated during the first three years of the program to ensure

"...program personnel (can) effectively perform their assigned responsibilities within the program."

Standard 3: Appropriate Facilities to be Used

The BAS-OLTM program will utilize online learning platforms and learning tools as well as existing classrooms and facilities including LCC's Health and Science Building, Regional University Center classroom (located in the Library Building) and Business Achievement Center (HSB) (located in the Applied Arts Building). Each classroom in these buildings are equipped with multimedia teaching stations. Classroom capacity ranges from 24-140 (currently approximately 12-40 to safely comply with COVID-19 mitigation plans). The HSB has student lounge areas, vending machines, small conversation areas, and a patio for student use.

Business Achievement Center (BAC): LCC performed a minor remodel last academic year to upgrade the business technology labs to create a new BAC. This project involved reconfiguration of several computer labs including installation of new tables, chairs, monitors (which function individually or collectively depending on the size of the class and instructional needs), instructor stations, and a new modern lab configuration to accommodate active learning in small or large groups. This can serve as an additional classroom option as needed to best support class learning needs.

Standard 4: Equipment, Technology, and Instructional Resources

All full-time faculty at LCC have an assigned private office, equipped with a computer, phone, printer, and relevant office supplies. Adjunct faculty have shared office space available, generally equipped with a computer, phone, printer, and supplies. Adjunct faculty also receive support and equipment (laptop, Surface Pro or similar and a Wi-Fi hotspot if necessary) to work remotely and successfully deliver online instruction via distance education methods or virtual classroom. LCC classrooms are equipped with instructor technology stations which include computer, projector, and may include document cameras and Mondo Pads.

LCC has a variety of resources available to faculty and students.

- Free wireless on campus
- Test Proctoring Center with computers for online testing
- Assistance with Canvas
- 1,250 desktop and laptop computers among 34 lab settings
- 47 classrooms, offices, and remote sites
- Email with Google Apps
- Nine instructional computing labs, for all students and faculty, eight with teaching stations with projectors, whiteboards, and sound equipment

LCC's information technology (IT) department provides multiple ways to support faculty: desktop support, classroom support (audio-visual and multimedia services, telecommunications, messaging, storage, backup and recovery, printing, security, and development services. IT support is available M- F 8:00-5:00 and via online help desk. IT provides formal and informal training sessions, personal visits from IT staff, remote assistance, FAQ guides, and hands-on sessions to experience emerging technologies. LCC has free open-access wireless available throughout campus.

The LCC eLearning Committee has developed an online course rubric to assist with online course quality and best practices. All LCC faculty who desire to use Canvas in their courses are required to complete the SBCTC Introduction to Canvas course, at no charge, or prove the equivalence. LCC requires regular and substantive interaction between faculty and students in all online courses. Online courses must meet the rigor and quality of face-to-face offerings.

Standard 5: Anticipated Revenue

Revenues:

- Enrollments:** The program is estimated to have an initial enrollment of 24 students with an increase of two students per cohort year until full capacity of 30 students is reached (see table 16). While the program will strive for a high retention rate (90 percent or higher), to ensure adequate budget for the new program, a more conservative persistence/retention rate of 68 percent (32 percent attrition) is assumed for full-time and 60 percent (40 percent attrition) for part-time to account for students who may need to exit the program for various reasons. These rates are consistent with LCC's overall persistence rates for full and part time students respectively (LCC Factbook, 2017).

Table 16. Projected Student Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
BAS-OLTM 1-1 (FT)	24	16			
BAS-OLTM 2-1 (PT)		24	14	8	
BAS-OLTM 1-2 (FT)			26	18	
BAS-OLTM 2-2 (PT)				26	16
BAS-OLTM 1-3 (FT)					28
Totals	24	40	40	52	44

- Tuition and Inflation Rates:** SBCTC tuition rates for 2020-2021 (\$6,781 annually per student/45 credits per year for full-time and \$6,027 per student/40 credits per year for part-time) were used for projected tuition as revenue guidance and a two percent inflation rate each year (rounded up to nearest dollar).

Table 17. Projected Program Revenues and Expenses

	Start Up 2020- 2021	Year 1 2021- 2022	Year 2 2022- 2023	Year 3 2023- 2024	Year 4 2024-2025	Year 5 2025- 2026
Enrollment						
Number of FT cohort Students		24	16	26	18	28
Number of PT cohort Students			24	14	34	16
Total Number of Students		24	40	40	52	44
Revenue						
Tuition FT cohort Students		\$162,744	\$110,666	\$183,428	\$129,529	\$209,630
Tuition PT cohort Students			\$147,541	\$87,787	\$217,461	\$104,381
Total Revenue		\$162,744	\$258,207	\$271,216	\$346,989	\$314,011
Expenses						

Operating Costs: Salary & Benefits						
Faculty Project Manager	\$38,904	\$8,663				
Faculty Lead: Program Development	\$4,200					
Faculty Director (FT)		\$75,212	\$76,716	\$78,251	\$79,816	\$81,412
Adjunct Faculty (full-time cohort)		\$17,087	\$8,715	\$8,889	\$9,067	\$9,248
Adjunct Faculty (part-time cohort)			\$23,238	\$29,629	\$24,177.67	\$24,661
PT Program Asst.: Student Services		\$14,771	\$15,066	\$15,367	\$15,675	\$15,988
PT Program Assistant: Financial Aid			\$14,771	\$15,066	\$15,367	\$15,675
PT Prog. Asst: OLTM admin support		\$6,034	\$7,385	\$7,533	\$7,684	\$7,837
Adjunct Faculty Tutors		\$12,234	\$12,479	\$12,728	\$12,983	\$13,242
Curriculum Development	\$31,500	\$3,300	\$3,300	\$3,300		
Salary & Benefits Total	\$74,604	\$137,300	\$161,670	\$170,764	\$164,768	\$168,064
Operating Costs: Other Expenses						
Equipment	\$3,500					
Marketing	\$6,000	\$8,000	\$4,000	\$4,080	\$4,161	\$4,244
Library Materials/Databases		\$12,000	\$12,240	\$12,485	\$12,735	\$12,989
Goods/Services		\$4,000	\$4,080	\$4,162	\$4,245	\$4,330
Travel	\$3,000	\$3,060	\$3,121	\$3,184	\$3,247	\$3,312
Professional Development	\$3,000	\$3,060	\$3,121	\$3,184	\$3,247	\$3,312
NWCCU Accreditation	\$5,000					
External Review (2 @ \$1,000)	\$2,000					
National Accreditation						
Other Expenditures Total	\$22,500	\$30,120	\$26,562	\$27,094	\$27,635	\$28,188
Total Operating Costs:	\$97,104	\$167,420	\$188,233	\$197,857	\$192,404	\$196,252
Non-Operating Costs						
Indirect Costs (10 percent)	\$9,710	\$16,712	\$18,832	\$19,786	\$19,240	\$19,625
Total Non-Operating Costs	\$97,510	\$16,712	\$18,823	\$19,786	\$19,304	\$19,625
Total Expenditures	\$106,814	\$184,162	\$207,056	\$217,643	\$211,644	\$215,877
NET REVENUE (LOSS)	(\$107,914)	(\$21,418)	\$51,151	\$53,573	\$135,345	\$98,133

Criteria 6: Program Specific Accreditation

Following state approval, LCC will pursue a substantive change proposal to the Northwest Commission on Colleges and Universities (NWCCU), seeking accreditation for the BAS-OLTM degree. The college was accredited at the applied baccalaureate degree level in 2018 and has been continuously accredited at the associate degree level since 1948. At this time, LCC does not plan to seek program specific accreditation.

Criteria 7: Pathway Options Beyond Baccalaureate Degree

LCC has established strong partnerships with several universities through the creation of the [Lower Columbia Regional University Center](#) (University Center) which will provide BAS-OLTM graduates with opportunities to continue their education into master's and doctoral programs in a variety of different fields of study. The University Center is located on the LCC campus and was established in 2013 with the goal of increasing the number of adults with bachelor's degrees within Cowlitz and Wahkiakum counties and now provides access for students with applied bachelor's degrees to continue on into masters and doctoral programs. The

University Center partners have all expressed support for the BAS-OLTM degree and exploring specific alignment of the program into several different master's programs. Four-year partners in the University Center include Grand Canyon University (GCU), Franklin University, Western Governors University (WGU), and Washington State University-Vancouver (WSU-V).

Grand Canyon University

GCU became an official partner in the University Center during 2019. Based on their strong local presence for advising, recruiting, and student services, LCC invited them to join the Regional University Center. GCU expressed strong support for the BAS-OLTM degree and is interested in developing articulation agreements and transfer guides into several different applicable master's programs. An advantage of GCU as a partner is their extensive master's degree inventory and diversity in offerings. GCU provides numerous fields of study which will provide BAS-OLTM graduates with different options to continue their education in their specific field of interest or aligns with their current or future employment aspirations. While not an exhaustive list, applicable program options include: Master of Business Administration (emphasis options in leadership, accounting, cybersecurity, finance, health systems management, marketing, project management, and strategic human resource management), Master of Public Administration (emphasis options in government and policy, and health care management), Master of Accounting, Master of Business Analytics, Master of Criminal Justice (emphasis options in law enforcement and legal studies), Master of Health Care Administration, Master of Information Assurance and Cybersecurity, Master of Information Technology Management, and Master of Leadership (emphasis options in homeland security and emergency management, and organizational leadership and entrepreneurship).

Franklin University

Franklin University has been one of LCC's longest standing transfer articulation agreement partners and just recently joined the center as an official partner in summer 2020. While the institution is based out of Ohio, they have been proactive in seeking partnerships with community colleges nationwide. Franklin recognized the local demand for the BAS-OLTM and expressed support for LCC's work. Discussions and plans around establishing pathways into master's degree programs are currently under development. LCC is currently discussing promotion of specific doctoral programs that would align with relevant masters to offer full educational pathways for local students. Franklin does currently offer a discount on selected BA degrees for LCC students, staff, and faculty, and future discussions will continue around the feasibility of offering a discount at the master's level to help reduce barriers due to the high cost of education. Master's degree options include business administration, business analytics, business psychology, computer science, criminal justice administration, marketing and communication, cybersecurity, data analytics, health informatics, human resource management, information technology, and public administration.

Western Governors University

WGU became an official partner in the University Center in 2019. As a completely online university, the idea was to bring a physical presence to an online degree in order to better support students by offering in-person advising and support services on the LCC campus, but their flexibility and expertise in delivering online education has proved valuable during the circumstances faced with COVID-19. The University Center's partnership with WGU will offer

students a pathway into a Master of Business Administration (MBA) degree. WGU has an established MOU, since 2017, with Washington State to accept BAS degrees, but further as a partner of LCC, WGU has provided additional support for the development of the BAS-OLTM including serving as an external reviewer. WGU shared that coursework has already been mapped with Olympic College for their BAS-OLTM degree and they plan to perform this for LCC as well. Fall quarter 2020, LCC and WGU have established an agreement for a newly developed OWL program offering interested students co-admission opportunities to both LCC and WGU for business, education, and information technology programs. Participants will receive additional support via specialized advisors and support experiences specific to each pathway. While the current program is a pilot for 20-21, LCC will continue discussions with WGU to explore the feasibility of expanding this for BAS-OLTM students into the MBA program.

Warner Pacific University

Warner Pacific University became a partner and joined the University Center in 2017. WPU is an urban, liberal arts university, which excels in their delivery of adult education programs. WPU offers two masters programs that align with the BAS-OLTM, a Master of Business Administration and a Master of Management and Organizational Leadership. WPU offers programs both fully online as well as face-to-face with the adult degree model of course offerings one night a week over 18 months--a model that will work well for BAS-OLTM graduates who are potentially working full-time and balancing family or other external obligations.

Washington State University-Vancouver

WSU-V has been a partner of the University Center since inception in 2013 but LCC's partnership expands back to 2001. WSU-V is supportive of LCC's creation of a BAS-OLTM degree recognizing the need to support students coming from nontraditional workforce programs; however, they did acknowledge alignment challenges with most BAS degrees into the specific MBA program at WSU-V. Their leadership expressed a willingness to explore options for the degree at least in developing a transfer guide outlining the additional requirements to bridge the BAS-OLTM into their MBA. LCC is currently collaborating with WSU-V to expand the existing partnership to WSU-Pullman and WSU-Global. In particular, the addition of the Global online campus is promising for finding additional program alignment opportunities in a flexible format to better meet the potential needs of working, place-bound professionals.

Other Universities Accepting BAS Degrees

The admissions offices at St. Martin's University and City University have also confirmed that BAS degrees are accepted into their graduate programs. LCC understands that graduate schools use a selective admissions process where strong competencies in writing, reading, and quantitative skills are vital. The BAS-OLTM program design and commitment to delivering an academically rigorous curriculum will position graduates to be competitive applicants to graduate programs.

Criteria 8: External expert evaluation of program

LCC asked Dr. Heidi Connole of Eastern Washington University and Connie Smejkal of Centralia College to provide external evaluation of the BAS-OLTM. Their full reviews are included in Appendix H.

Dr. Heidi Connole

Bio

Dr. Heidi Connole holds a Ph.D. from Washington State University in Business Administration and is certified as a Senior Practitioner with the Society of Human Resource Management. She has previously served on a special appointment as Professor of Strategic Leadership at the U.S. Army War College in Carlisle, Pennsylvania before returning to the Northwest to lead the design, development and implementation of the University of Idaho's Executive MBA program in Coeur D'Alene. Over the course of her career, Heidi has led several start-up programs, writing centers and accreditation efforts across a variety of academic institutions throughout the Pacific Northwest. She is the 2013 International Teaching Excellence award recipient for her work in outcome-based teaching and assurance of learning efforts from the International Assembly for Collegiate Business Education (IACBE). In 2017, she was certified in Social Entrepreneurship by the United States Association for Small Business and Entrepreneurship (USASBE). Heidi is a veteran of the U.S. Army having served as a military intelligence analyst and Russian linguist. She has worked as a global management consultant and multicultural expert for various organizations in both the private and public sectors. She is active as a leadership coach and public speaker and teaches online courses for Eastern Washington University, having formerly served as EWU's Director for Business Programs in Longview at Lower Columbia College.

Review Summary and Response

Dr. Connole conveyed overall approval of the BAS-OLTM program. In summary she wrote, "I believe this program will fill a tangible gap in the access to education needs for place-bound, adult learners who are working and looking to explore career opportunities and advancement within this region. In many cases, it will allow professionals to earn the education degree that is commensurate with the level at which they are currently performing their duties, while enhancing their knowledge, skills and abilities in leadership, technology and human relations – three key factors in organizational success. Education is not only a driver of economic growth, but access to it is an important form of social justice. I see this as a degree program that meets learners where they are, offers essential flexibility/support and addresses real needs of employers in this community. In doing so, it is a key to accomplishing both economic growth and social equity within the region it will serve. The College clearly has the needed resources, talent and passion for educational advancement to support these learners. The curriculum is well-reasoned, offers appropriate levels of depth, breadth and rigor for a baccalaureate degree. I can unequivocally endorse this program as proposed." Among her commendations, she mentioned:

- Highly relevant and appropriate to current employer needs and demands especially within this region
- The right level of rigor, a balance between quantitative and qualitative coursework, and provides at least some opportunities for the student to tailor their learning to their own needs and interests.

- The design and delivery of the courses as online/hybrid, and evening/weekend are particularly important given the target market of students as adult learners who may need this level of flexibility to successfully complete their baccalaureate degree.
- The caliber of faculty that are connected to this program and their academic and professional preparation
- Providing tutoring online as this is both necessary at this time and further supports the flexibility that is promoted here

Dr. Connole's comments that required action to improve the program can be viewed in Table 18.

Connie Smejkal

Bio

Connie Smejkal is a tenured faculty member at Centralia College in the business administration program. She was the lead faculty for the college's BAS in Applied Management program from the start of the program in 2012. In 2018, Ms. Smejkal left the classroom to return to administration. Ms. Smejkal currently serves as the dean of instruction for business, teacher education, and early learning programs. In her current role, she oversees two of the college's four BAS programs in addition to several AAS programs in business technology, business administration, accounting, and early childhood education. Ms. Smejkal also oversees the college's ECEAP, lab school, and MERIT verification programs.

Review Summary and Response

In her review, Ms. Smejkal commended the proposal overall, stating "The curriculum, entrance requirements, multiple assessment measures, extensive support for students, and quality faculty provide the best opportunity for this BAS program to launch successful and graduate students who will be competitive in today's workplace." She noted in particular:

- Rigor relevant to 300 and 400 level courses and aligned with the higher level, complex skills needed in industry
- Addresses the needs of working adults and provides access to affordable bachelor's degree which supports student and community needs
- Ten courses focus on diversity, equity, and inclusion and in today's workplace it is more critical than ever for managers to embrace, support, and provide inclusive work environments.

Ms. Smejkal's recommendations and LCC's responses are listed in Table 18.

Table 18. External Expert Review Comments

Heidi Connole, Ph.D., SHRM-SCP, Eastern Washington University	
<p>9. Membership and Advisory Committee</p> <p>Has the program received approval from an Advisory Committee? Has the program responded appropriately to its Advisory Committee's recommendations?</p>	<p>Comment</p> <p>I do not believe I can adequately address this criterion. No basis to judge.</p> <p>Response</p> <p>LCC's General Advisory Committee approved the BAS-OLTM Program Proposal on October 8th (see pg. 7). A presentation was made to the board on September 17th with a question/answer period that followed. The program proposal was emailed out to each board member for review. The board had a 2-week review period to provide feedback or express concerns. No recommendations were received before the board voted to approve the BAS-OLTM Program Proposal as written. A more descriptive narrative has been added to the proposal for clarification.</p>
Connie Smejkal, Dean of Instruction, Business Tenure Faculty, Centralia College	
<p>5. General Education Requirements</p> <p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p>	<p>Comment</p> <p>On page 15 of the proposal, Table 5 indicates general education requirements that equal 40 credits of upper division courses. The narrative directly above the table indicates seven classes for a total of 35 credits. Based on course descriptions provided, it appears the table is correct and the narrative needs to be updated accordingly.</p> <p>Response</p> <p>This correction has been made. Table 5 was correct there are 40 credits of GERs built into the upper division courses. The narrative has been corrected to reflect this.</p>
<p>8. Resources</p> <p>Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?</p>	<p>Comment</p> <p>The college is committed to providing financial resources to support the start-up of the program. In review of the budget, obtaining year one enrollment of 24 appears feasible and generates a slight revenue in year one. However, the college should consider "gap funding." Not achieving targeted enrollment by just two students could create a deficit for the program. The retention rate projected is 91.67 percent, which is an aggressive target for a new program. Additional financial resources/reserves might be needed for the first year or two of the program.</p> <p>Response</p> <p>In consideration of feedback, the budget has been adjusted to a less aggressive target retention rate of 75 percent. Financial reserves for start-up of the program have been allocated from the operating budget.</p> <p>Comment</p>

	<p>Curriculum development can be an ongoing process after the program is launched and changes are realized through assessment. Additional curriculum funding might be needed beyond start-up.</p> <p>Response Additional funds have been added to the curriculum development budget to reflect the potential of curricular changes in the first few years of the BAS-OLTM implementation.</p>
<p>9. Membership and Advisory Committee</p> <p>Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?</p>	<p>Comment</p> <p>The proposal did not specifically identify approval of an advisory committee. However, the proposal does address focus groups, and advisory input which would lead me to the assumption that the recommendations were made and incorporated.</p> <p>Going forward, advisory committee feedback will be sought bi-annually. The advisory committee will provide feedback on the strengths and weaknesses of the program. The advisory board will also ensure the curriculum remains relevant to employer needs. The list of advisory board members in Appendix B include representation from a variety of industries to include schools, automotive, banking, medical, transportation, and childcare. The diverse representation will help the program remain relevant across multiple local employers.</p> <p>Response</p> <p>LCC's General Advisory Committee approved the BAS-OLTM Program Proposal on October 8th (see pg. 7). A presentation was made to the board on September 17th with a question/answer period that followed. The program proposal was emailed out to each board member for review. The board had a 2-week review period to provide feedback or express concerns. No recommendations were received before the board voted to approve the BAS-OLTM Program Proposal as written. A more descriptive narrative has been added to the proposal for clarification.</p>

Conclusion

Seasons change the environmental landscape just as seasons change a community's economic landscape. As our community grows, technology changes, and the workforce becomes more diverse. The knowledge and skills needed to lead and manage has shifted. LCC's vision is to 'be a powerful force for improving the quality of life in our community.' Providing access to relevant higher education degree programs, is one way in which we can meet that goal and provide our community with the knowledge and skillset to meet the changing landscape of leadership and management. LCC's request to seek approval to offer a BAS-OLTM is the result

of careful reflection, data collection, advisory board conversations, and feedback from a focus group, which included leaders from our community representing diverse fields of employment.

Cowlitz Economic Development Council's vision statement 'Facilitating Growth Through Leadership and Action' echo this change. The community action plan '40 for 2020' outlines the following strategies for growth: education, economic development, entrepreneurship, and the continued development of the ports. These strategies and visions depend on the creation of leaders, and these leaders require higher education opportunities. Access to higher education opportunities has been limited for many in the community. Barriers to these opportunities include being place bound, work schedules, lack of affordable after-hours childcare, transportation, and other barriers created by poverty.

At present, LCC has a strong, accessible pathway from high school to an associate degree. The addition of the BAS in OLTM will complete that pathway for increased academic options and career pathways. Secondly, it will provide opportunity for those presently employed to move into management and leadership positions as brought to light by a local Police Chief. In a focus group discussion, he shared that his department has officers who would make great upper management but are required to have a bachelor's degree. Lastly this degree will address the 'silver tsunami' as one member of the focus group called it-the anticipated 30 percent loss of management workforce in the next five years due to attrition.

Our community must grow our own leaders. We need to provide educational opportunities for our community members that will support their growth in the knowledge and skills to develop into vital roles in leadership and management. Knowledge and skills that open doors for our residents to move from leadership roles in local business to civil service leadership roles such as local boards, charitable organizations, service leagues, local political positions, and even on to state leadership positions. These opportunities for leadership could change the trajectory of people's lives and the lives of their families. When people flourish, communities flourish. LCC is committed to live out their mission to 'be a powerful force for improving the quality of life in our community. Thank you for providing us the tools to carry out our vision.

APPENDIX A. EQUITABLE EDUCATION STRATEGIES TO SUPPORT RIGOR

Table 19. Sample Strategies to Support Rigor

Element	Strategies
Orientations	All new students will attend an LCC orientation to become familiar with the policies, processes, and services of the college in general. BAS-OLTM students will also attend an orientation specific to the program to introduce students to the organization and structure of the BAS-OLTM program, LMS, learning approaches, wraparound services, etc.
Advising	Encourage students through a culturally receptive and responsive advising relationship. Communicate information in a timely manner to help students overcome challenges and leverage existing knowledge and skills
Minimizing Barriers	Optimize learning opportunities by using principles and application of research-based adult learning theories
High Expectations & Scaffolding	Engage students in challenging, inquiry-based learning activities and provide support through tutoring, intentional scaffolding, and actionable feedback to assure success
Flexibility	Use of blended modalities including online, hybrid, and face-to-face with built-in supports (webinars, tutoring, virtual meetings, etc.).
Real-World Applications	Use experiential learning (problem-based inquiry, project-based learning, applied exercises, case analysis, scenarios, tech-assisted simulations) to promote hypothesis testing and controlled risk-taking and develop critical-thinking, problem-solving, and entrepreneurial/innovation skills
Integrated Support	Regularly assess student success and provide targeted and sustained support (advising, in-course tutoring, peer-tutors, and other wraparound services) throughout the program accordingly
Faculty Professional Development	Provide faculty with opportunities for professional development that foster research and evidence-based equitable practices. Encourage collaborative course development

APPENDIX B. LCC GENERAL WORKFORCE EDUCATION ADVISORY BOARD MEMBERS

Table 20. LCC General Workforce Education Advisory Board Members

NAME	BUSINESS/AGENCY	CONTACT
Natasha Allen	Rightline Equipment Inc.	natashaa@rightline.com
Nicole Davis	Longview Urology	davisn@my.lowercolumbia.edu
Kelsey Elwess	Opsahl Dawson	kelsey@opsahlco.com
Sara Hegnes	Wee Care Day Care	weecorp@weecare-daycare.com
Nate Hockett	Cowlitz County Sherriff's Office	nshockett@outlook.com
Bryce Lemmons	Signature Transport/ Interstate Wood Products	bryce@interstatewood.com
Richard Leu	Selway Machine Tools	rleu@selwaytool.com
Ann Mette-Smeenk	Child and Adolescent Clinic	amksmeenk@yahoo.com
Kathy Miller	Red Canoe Credit Union	kmiller@redcanoecu.com
Melissa Selzler		msezler@hotmail.com
Charlie Zimmerman	Bob's Little Car Hospital	czimcti@hotmail.com
Melissa Boudreau	Kelso School District	melissa.boudreau@kelsosd.org
Juliea Collins	Castle Rock School District	jcollins@crschools.org
Kristin Niehenke	Toutle Lake School District	kniehenke@toutlesd.org
Asha Riley	Woodland Public Schools	rileya@woodlandschools.org

APPENDIX C. FOCUS GROUP MEMBERS

Table 21. BAS-TE Focus Group

Name	Agency	Contact
Steve Harms	Weyerhaeuser Longview	steve.harms@weyerhaeuser.com
Cathy Eggers	PeaceHealth St. John	ceggers@peacehealth.org
Aaron Wilcox	Wilcox and Flegel	aaron@wilcoxandflegel.com
Bob Stewart	Millennium Bulk Terminals	r.stewart@millenniumbulk.com
Chris Smith	City of Longview	chris.smith@ci.longview.wa.us
Clare Wimbiscus	Nippon Dynawave	clare.wimbiscus@nippondynawave.com
David Green	Columbia Bank	dgreen@columbiabank.com
Diane Craft	Koelsch Senior Communities	longviewCL@koelschsenior.com
Mark Wilson	Port of Kalama	markwilson@portofkalama.com
Jessica Warren	Cowlitz County	warrenj@co.cowlitz.wa.us
Katie Powers	Fibre Federal Credit Union	kat@fibrecu.com
Michelle Musso	Longview School District	mmusso@longview.k12.wa.us
Rich Gushman	Gibbs & Olson	smartinell@gibbs-olson.com
Terri Hurley	Nippon Dynawave	terri.hurley@nippondynawave.com
Debbie Sweet	Sweet Spot	sweetspotfroyo@gmail.com
Melissa Young	Community Home Health and Hospice	myoung@CHHH.org
Ted Sprague	Cowlitz Economic Development Council	sprague@cowlitzedc.com
Bill Marcum	Kelso Longview Chamber	bmarcum@kelsolongviewchamber.org
Lori Fuller	Port of Longview	lfuller@portoflongview.com
Aaron Lunday	Castle Rock Chamber	aaron@highcascadesagency.com
Anna Roller	Kelso School District	anna.roller@kelsosd.org
Kathy Bates	Lower Columbia CAP	360-425-3430 ext. 205
Brent Freeman	Wahkiakum School District	bfreemanj@wahksd.k12.wa.us
Teedara Garn	Cowlitz PUD	t.garn@cowlitzpud.or

APPENDIX D. BAS-OLTM COURSE DESCRIPTIONS AND OUTCOMES

Course Descriptions, Outcomes and Program Standards Mapping

OLTM 300 Foundations of Leadership (5 credits)

Description:

Introduces students to the study of leadership. Through discussion, lecture, research, readings, and activities, students will explore principles of leadership including leadership theory, leadership within groups, ethics in leadership and several different leadership models including relational leadership, servant leadership and adaptive leadership. Students will investigate communication methods used by leaders in organizations, both positive and negative, and will be exposed to theories of organizational behavior as well as a variety of strategies useful to successful leadership. The various components of the course are intended to challenge students to think critically and imaginatively about the foundations of leadership and organizational culture. Students will be responsible for crafting their own model of leadership that reflects the material covered in the course.

Course Outcomes:

- Deconstruct a variety of principles of leadership models
- Create a personal model of leadership
- Investigate theories of organizational behavior
- Evaluate human behavior within organizations to understand effective leadership and organizational communication.
- Conduct problem solving in real world settings to allow individuals to lead across disciplines and environments
- Evaluate effective time management, delegation, and organization principles to meet personal and organizational goals
- Examine inclusive problem solving, decision making, and negotiation practices to promote professional and organizational success in diverse settings

1. Innovatory Skills		3. Ethical Behavior and Decision Making	
a. Reasoning	X	a. Ethical Reasoning	
b. Perception	X	b. Moral Implications	
c. Critical Thinking	X	c. Reflective Practice	X
d. Inventiveness		4. Diversity, Equity, and Inclusion	
e. Creativity		a. Cultural Awareness	
f. Problem Solving	X	b. Diversity	
g. Oral/Written Communication		c. Inclusive Work Environments	X
2. Leadership		5. Operational Excellence	
a. Philosophy	X	a. Organizational Capacity & Function	X
b. Individual Leadership	X	b. Supervisory management	
c. Organizational Leadership	X	c. Professional Development	
		d. Self-Management	

HUM 315 Ethics (5 credits)

Description:

Foundation course in ethics as applied to businesses and organizations with a focus on ethics related to management issues. Examine the role of ethics and social responsibility in the management of public and private sector organizations and businesses. Explore theoretical concepts in business ethics and apply them to real-world situations based on challenges managers face. Understanding several actual publicized local ethical lapses and the consequences on the affected organization will be utilized as an integral component of this course. An emphasis on contemporary trends in corporate responsibilities with respect to ethical, legal, economic, and regulatory conditions in the global marketplace will be included.

Prerequisite: any five-credit humanities course from the distribution list.

Course Outcomes:

- Evaluate the sources for ethical policies, procedures, and statements in the workplace
- Compose a personal ethical philosophy and its application in the workplace
- Analyze the limitations of ethical statements used in the workplace both national and globally
- Compare and contrast corporate ethical dilemmas
- Devise appropriate courses of action, in response to ethical dilemmas, in the context of a company's ethical principles
- Critique the relationship between business ethics, the law, and the integrity of an organization
- Critique the actuarial impacts on organizations that suffer from ethical lapses.
- Defend one's own ethical philosophy to a situation in conjunction with applicable state, legal and regulatory requirements
- Evaluate one's own ethical philosophy against that of the others to determine an appropriate course of action for real-world workplace challenges

1. Cognitive Competencies		3. Ethical Behavior and Decision Making	
a. Reasoning	X	a. Ethical Reasoning	X
b. Perception		b. Moral Implications	X
c. Critical Thinking	X	c. Reflective Practice	X
d. Inventiveness		4. Diversity, Equity, and Inclusion	
e. Creativity		a. Cultural Awareness	X
f. Problem Solving	X	b. Diversity	
g. Oral/Written Communication		c. Inclusive Work Environments	X
2. Leadership		5. Operational Excellence	
a. Philosophy		a. Organizational Capacity & Function	
b. Individual Leadership		b. Supervisory management	
c. Organizational Leadership		c. Professional Development	
		d. Self-Management	

CMST 330 Professional/Organizational Communications (5 credits)

Description:

Foundation course in communication principles in an organizational setting including the consideration, analysis, and criticism of the role of communication in organizational contexts. Explore various communication topics including public relations and marketing, leadership functions, dispute resolution, coaching and mentoring, global perspectives, and the role of e-communication. Students will learn the steps of a communication audit and techniques for improving organizational communication.

Course Outcomes:

- Verify the ways in which communication skills help solve problems, learn new things, and build careers
- Create an effective business presentation applying the procedures learned in this course.
- Analyze key steps for group problem solving in various scenarios
- Develop a plan on how to prepare for and conduct effective business meetings.
- Compare and contrast teamwork, leadership, and methods for overcoming group challenges
- Evaluate key considerations in facilitating intercultural communication
- Compose effective emails for both internal and external communication
- Write professional memos and business letters
- Utilize effective strategies to use in a business proposal
- Construct a reverse chronological resume and identify the different types of resumes
- Analyze the steps of a communication audit and the role it plays in improving organizational communication
- Assess the importance of public relations and marketing in communication strategy
- Evaluate the role of social media in business communications

1. Innovatory Skills		3. Ethical Behavior and Decision Making	
a. Reasoning		a. Ethical Reasoning	
b. Perception		b. Moral Implications	
c. Critical Thinking		c. Reflective Practice	X
d. Inventiveness		4. Diversity, Equity, and Inclusion	
e. Creativity		a. Cultural Awareness	X
f. Problem Solving	X	b. Diversity	
g. Oral/Written Communication	X	c. Inclusive Work Environments	
2. Leadership		5. Operational Excellence	
a. Philosophy		a. Organizational Capacity & Function	X
b. Individual Leadership	X	b. Supervisory Management	
c. Organizational Leadership	X	c. Professional Development	
		d. Self-Management	X

OLTM 320 Workplace and Environmental Safety (5 credits)

Description:

Develops student understanding of the fundamentals of workplace/environmental safety management. Course is designed to increase appreciation for workplace safety, expand knowledge of potential hazards, and identify the necessary steps to conduct an environmental audit. Elements of safety management, OSHA standards, program design and execution, increasing leadership/organizational participation, stakeholder involvement, and performance assessment for continuous improvement will be covered.

Course Outcomes:

- Evaluate workplace environments to determine the existence of occupational safety and health hazards
- Compare and contrast relevant regulatory and national consensus standards to best practices that are applicable
- Judge appropriate control methodologies based on the hierarchy of controls
- Analyze injury and illness data for trends
- Construct a method to prioritize workplace risk factors
- Estimate the costs of illness associated with workplace activities
- Create a model to explain the cause & preventions of workplace incidents
- Create a diagram illustrating the multiple causes contributing to workplace incidents
- Illustrate the components of an integrated management system

1. Innovative Skills		3. Ethical Behavior and Decision Making	
a. Reasoning	X	a. Ethical Reasoning	
b. Perception		b. Moral Implications	
c. Critical Thinking	X	c. Reflective Practice	
d. Inventiveness		4. Diversity, Equity, and Inclusion	
e. Creativity		a. Cultural Awareness	
f. Problem Solving	X	b. Diversity	
g. Oral/Written Communication	X	c. Inclusive Work Environments	
2. Leadership		5. Operational Excellence	
a. Philosophy		a. Organizational Capacity & Function	X
b. Individual Leadership		b. Supervisory management	
c. Organizational Leadership		c. Professional Development	
		d. Self-Management	

OLTM 325 Transformative Leadership and Decision Making (5 credits)

Description:

Introduces the theory and practice of transformative leadership and decision making. Students will compare transactional and transformational leadership by examining the dynamics of transformation and how leadership can facilitate it within individuals and organizations. Students will develop skills in ethical communication and decision-making, investigate a variety of frameworks for ethical decision making and select and describe rationale for a specific approach based on a given situation. Students will explore and critique their own ideas of leadership and how they relate to real-world scenarios. During this process, students will discover new ideas about leadership, how to consider multiple moral perspectives within a global context, refine their individual leadership philosophy and develop a leadership growth plan.

Course Outcomes:

- Create a leadership growth plan
- Develop skills in ethical communication and decision-making
- Investigate a variety of frameworks for ethical decision making
- Critique goals and outcomes that consider multiple moral perspectives within a global context
- Compare and contrast a variety of current and historical decision-making models
- Design strategies that foster team building, promote problem solving, and optimize organizational resources
- Create short and long-term business decisions in the context of the greater environment and society using systems theory, business principles and an adaptive mindset
- Utilize the leadership theories and skills needed to bring a group together for a common goal
- Utilize effective interpersonal and intercultural communication strategies in the workplace

1. Innovatory Skills		3. Ethical Behavior and Decision Making	
a. Reasoning	X	a. Ethical Reasoning	X
b. Perception	X	b. Moral Implications	X
c. Critical Thinking	X	c. Reflective Practice	X
d. Inventiveness		4. Diversity, Equity, and Inclusion	
e. Creativity		a. Cultural Awareness	X
f. Problem Solving		b. Diversity	X
g. Oral/Written Communication	X	c. Inclusive Work Environments	
2. Leadership		5. Operational Excellence	
a. Philosophy		a. Organizational Capacity & Function	
b. Individual Leadership	X	b. Supervisory Management	X
c. Organizational Leadership	X	c. Professional Development	X
		d. Self-Management	

OLTM 329 Foundations of Business Practices and Emerging Technologies (5 credits)

Description:

Examines the impact of digital technologies on business processes and individual leadership roles in various organizations and professional-technical fields. Students will explore how leadership skills and practices support the implementation of new digital technologies in various business contexts, and how leadership, digital technologies and innovation intersect in the evolving business environment. Students will research and analyze how converging technologies, including mobile devices, cloud services, social media, search engine optimization and the emerging Internet of Things, shape business functions such as customer and vendor relationships, marketing, process monitoring and optimization, and virtual collaboration.

Course Outcomes:

- Explore the impact of digital technologies on business processes
- Analyze how converging technologies shape business functions
- Defend leadership skills and practices that support the implementation of new digital technologies in various business contexts
- Examine how leadership, digital technologies and innovation intersect in the evolving business environment

1. Cognitive Competencies		3. Ethical Behavior and Decision Making	
a. Reasoning	X	a. Ethical Reasoning	
b. Perception		b. Moral Implications	
c. Critical Thinking	X	c. Reflective Practice	
d. Inventiveness		4. Diversity, Equity, and Inclusion	
e. Creativity		a. Cultural Awareness	
f. Problem Solving	X	b. Diversity	
g. Oral/Written Communication	X	c. Inclusive Work Environments	
2. Leadership		5. Operational Excellence	
a. Philosophy		a. Organizational Capacity & Function	X
b. Individual Leadership		b. Supervisory Management	
c. Organizational Leadership	X	c. Professional Development	
		d. Self-Management	

OLTM 330 Entrepreneurship (5 credits)

Description:

Provides students with an overview of the multiple elements associated with starting, operating, and growing a small business. A wide range of fundamental concepts will be covered, including: identifying needs of the marketplace, researching and assessing market opportunities, identifying and analyzing risk, creating a value proposition, designing an introductory marketing platform, obtaining financing, cash flow strategies, and relevant best practices. An introduction into the problem-solving process will be explored utilizing a variety of creative problem-solving approaches along with human centered design thinking. This course will also provide students the opportunity to understand, harness and develop their own passions, skills, insights, creativity, and experiences to evaluate and take advantage of current opportunities.

Outcomes:

- Examine the essential components of starting and growing a small business
- Predict needs of the marketplace, assess market opportunities, identify, and analyze risk,
- Create a value proposition,
- Design an introductory marketing platform,
- Formulate a plan for obtaining financing while evaluating cash flow strategies
- Defend decisions-making using a variety of creative problem-solving techniques
- Construct a way of thinking that enables students to see challenges from multiple angles to overcome challenges, be decisive, and accept responsibility for outcomes

1. Cognitive Competencies		3. Ethical Behavior and Decision Making	
a. Reasoning	X	a. Ethical Reasoning	X
b. Perception		b. Moral Implications	X
c. Critical Thinking		c. Reflective Practice	X
d. Inventiveness	X	4. Diversity, Equity, and Inclusion	
e. Creativity	X	a. Cultural Awareness	
f. Problem Solving	X	b. Diversity	
g. Oral/Written Communication		c. Inclusive Work Environments	
2. Leadership		5. Operational Excellence	
a. Philosophy		a. Organizational Capacity & Function	X
b. Individual Leadership		b. Supervisory Management	
c. Organizational Leadership		c. Professional Development	X
		d. Self-Management	

OLTM 335 Developing and Leading High-Performance Teams (5 credits)

Description:

Provides fundamental concepts, theories, and techniques for guiding work teams to achieve organizational outcomes and maximize human potential. Students will examine current challenges and issues confronting leaders and managers in technical organizations and explore the benefits of diverse teams. Students will learn to identify positive team management strategies to deal with conflict and capitalize on ideas and capabilities to build and sustain high performance teams.

Course Outcomes:

- Dissect the characteristics and behaviors of high-performance teams
- Examine the science behind high-performance teams
- Compare and contrast leadership styles
- Deliberate methods to develop cohesion while also allowing for productive conflict
- Investigate strategies to unlock greater creativity and productive collaboration
- Examine the power of effective communication
- Evaluate leadership behaviors and influencing techniques used in the workplace

1. Innovatory Skills		3. Ethical Behavior and Decision Making	
a. Reasoning	X	a. Ethical Reasoning	
b. Perception		b. Moral Implications	
c. Critical Thinking	X	c. Reflective Practice	
d. Inventiveness		4. Diversity, Equity, and Inclusion	
e. Creativity		a. Cultural Awareness	
f. Problem Solving	X	b. Diversity	
g. Oral/Written Communication	X	c. Inclusive Work Environments	
3. Leadership		5. Operational Excellence	
a. Philosophy		a. Organizational Capacity & Function	X
b. Individual Leadership		b. Supervisory Management	X
c. Organizational Leadership	X	c. Professional Development	
		d. Self-Management	

PSYC 320 Leadership and Organizational Psychology (5 credits)

Description:

Foundation course in the actions of individuals, groups, and organizations. Relate theory and research to organizational problems by reviewing advanced concepts in motivation and perception, leadership, decision-making, communication and influence, group behavior, diversity, conflict and cooperation, politics, corporate culture, organizational structure, and environmental influences.

Course Outcomes:

- Analyze the benefits of diversity, managing diversity, challenging diversity, and understanding the concepts of diversity and ethics
- Investigate terminology concepts, theories, data, and principles centered on organizational behavior
- Expand critical thinking skills through formulating questions, analyzing data, and distinguishing between objective facts and subjective interpretation
- Analyze theories of motivation
- Formulate plans for organizational improvement utilizing the components of organizational behavior
- Compare and contrast the tools required for developing an effective cooperative corporate culture
- Debate environmental influences which promote team effectiveness and hinder organizational growth

1. Innovative Skills		3. Ethical Behavior and Decision Making	
a. Reasoning	X	a. Ethical Reasoning	
b. Perception		b. Moral Implications	
c. Critical Thinking	X	c. Reflective Practice	
d. Inventiveness		4. Diversity, Equity, and Inclusion	
e. Creativity		a. Cultural Awareness	X
f. Problem Solving	X	b. Diversity	X
g. Oral/Written Communication	X	c. Inclusive Work Environments	X
4. Leadership		5. Operational Excellence	
a. Philosophy		a. Organizational Capacity & Function	
b. Individual Leadership	X	b. Supervisory Management	
c. Organizational Leadership	X	c. Professional Development	
		d. Self-Management	X

OLTM 440 Ethics & Leadership: Leading and Managing in a Diverse Society (5 credits)

Description:

Advances knowledge of diverse cultures, cross-cultural communication, the dynamics of privilege and oppression, and the uses of power between groups. To develop cultural competency, leaders need to know themselves, others, the relevant issues, and have an appreciation and curiosity for working with others. Students will connect global leadership concepts to practice and engage in several activities, discussions, and self-assessment instruments to increase their self-awareness of leadership styles, abilities, strengths, and limitations. Students will evaluate the differences between possessing authority and exercising leadership along with differentiating between ethical actions in relation to the greatest good, individual rights, justice, and/or the common good or identifying how virtue may influence decision making.

Course Outcomes:

- Examine how diverse cultures influence ethical behavior
- Construct an understanding of how leadership styles influence ethical decision making
- Evaluate ways to foster ethical behavior in themselves while recognizing the power and influence of culture
- Justify how individual perspectives influence responses to others
- Investigate how each of our backgrounds affects our responses to others
- Debate how global leaders share power amongst those of different cultural backgrounds
- Predict the moral implications of ethical dilemmas and apply ethical reasoning
- Examine the intrapersonal and interpersonal skills necessary to lead with personal and relational competence
- Compare and contrast the leadership theories and skills needed to bring a group together for a common goal

1. Innovatory Skills		3. Ethical Behavior and Decision Making	
a. Reasoning	X	a. Ethical Reasoning	X
b. Perception	X	b. Moral Implications	X
c. Critical Thinking	X	c. Reflective Practice	X
d. Inventiveness		4. Diversity, Equity, and Inclusion	
e. Creativity		a. Cultural Awareness	X
f. Problem Solving	X	b. Diversity	X
g. Oral/Written Communication	X	c. Inclusive Work Environments	X
2. Leadership		5. Operational Excellence	
a. Philosophy		a. Organizational Capacity & Function	
b. Individual Leadership	X	b. Supervisory Management	
c. Organizational Leadership	X	c. Professional Development	X
		d. Self-Management	X

OLTM 445 Global Systems & Change Management (5 credits)

Description:

Focuses on change management within a technical environment. Students will examine key leadership challenges, skills, and competencies needed for effective planning, leading, executing, and sustaining change in a complex environment. Students will work collaboratively through a change management project, engage in research, and examine the importance of assessing an organization's capacity for change with an emphasis on effective decision-making practices and change models.

Course Outcomes:

- Analyze data to provide feedback to clarify outcomes, establish expectations, and identify realistic boundaries
- Compare and contrast change management theories
- Select an appropriate change model and design a strategic plan for change that minimizes the impact on people and maximizes buy-in
- Create implementation designs that involve and inspire formal and informal leaders.
- Produce communication plans that raise awareness, build commitment, and ensure understanding
- Design solutions informed by multiple frames of reference, including international, global, and cultural contexts
- Investigate the history and diversity of the U.S. and its role in the world
- Research how professions are defined and practiced in international and cultural contexts

1. Innovatory Skills		3. Ethical Behavior and Decision Making	
a. Reasoning	X	a. Ethical Reasoning	
b. Perception	X	b. Moral Implications	
c. Critical Thinking	X	c. Reflective Practice	
d. Inventiveness	X	4. Diversity, Equity, and Inclusion	
e. Creativity		a. Cultural Awareness	X
f. Problem Solving	X	b. Diversity	
g. Oral/Written Communication	X	c. Inclusive Work Environments	
4. Leadership		5. Operational Excellence	
a. Philosophy		a. Organizational Capacity & Function	X
b. Individual Leadership		b. Supervisory Management	
c. Organizational Leadership		c. Professional Development	
		d. Self-Management	X

OLT 449 Financial Management (5 credits)

Description:

Introduces analysis of managerial planning and control systems. Students will examine and practice the development and administration of operating reports, budgets, and financial support systems. Accounting vocabulary and financial statement analysis are also introduced, emphasizing financial information for effective organizational leadership.

Course Outcomes:

- Investigate a variety of Management Control Systems
- Analyze strategies that support stakeholders and enhance organizational capacity
- Evaluate the tools of quality control to develop a safe and efficient work environment
- Examine systems theory, business principles, and an adaptive mindset to analyze short- and long-term business decisions
- Evaluate qualitative and quantitative data to assess organizational performance and make informed decisions
- Use systems theory to understand and analyze trends and organizational problems as well as to construct and evaluate evidence-based solution options.
- Assess quantitative and qualitative business principles to meet organizational goals
- Apply critical thinking and knowledge to make informed, reasoned, equitable decisions
- Create a cost control process to establish a budget and forecast expenditures

1. Innovatory Skills		3. Ethical Behavior and Decision Making	
a. Reasoning	X	a. Ethical Reasoning	X
b. Perception		b. Moral Implications	
c. Critical Thinking	X	c. Reflective Practice	
d. Inventiveness		4. Diversity, Equity, and Inclusion	
e. Creativity		a. Cultural Awareness	
f. Problem Solving	X	b. Diversity	
g. Oral/Written Communication	X	c. Inclusive Work Environments	
2. Leadership		5. Operational Excellence	
a. Philosophy		a. Organizational Capacity & Function	X
b. Individual Leadership		b. Supervisory Management	
c. Organizational Leadership		c. Professional Development	
		d. Self-Management	

OLTM 450 Negotiations, Mediation and Conflict Resolutions (5 credits)

Description:

Explores themes and skills related to negotiation, mediation, and conflict management within a variety of professional and organizational contexts. Students will explore the nature, sources, and role of conflict within organizations and analyze relationship dynamics and underlying interests among conflicting parties. Students will learn effective individual and group strategies through a variety of experiential activities and simulations.

Course Outcomes:

- Recognize the nature of conflict and its impact on interpersonal relationships and organizations
- Defend the role of communication in generating productive conflict outcomes
- Compare and contrast conflict intervention strategies such as coaching, negotiation, mediation, and system design in the management and resolution of conflict
- Compile a broad range of theoretical concepts, processes, and methodologies in analyzing, managing, and resolving conflicts relevant to their emphasis of study

1. Innovatory Skills		3. Ethical Behavior and Decision Making	
a. Reasoning	X	a. Ethical Reasoning	
b. Perception		b. Moral Implications	
c. Critical Thinking	X	c. Reflective Practice	
d. Inventiveness		4. Diversity, Equity, and Inclusion	
e. Creativity		a. Cultural Awareness	
f. Problem Solving	X	b. Diversity	
g. Oral/Written Communication	X	c. Inclusive Work Environments	
2. Leadership		5. Operational Excellence	
a. Philosophy		a. Organizational Capacity & Function	
b. Individual Leadership		b. Supervisory Management	
c. Organizational Leadership		c. Professional Development	
		d. Self-Management	X

OLTM 455 Advanced Project Management (5 credits)

Description:

Develops student knowledge and skills required for effective project management. Students learn the main phases, strategies and tools that support effective project management processes. This course covers all the stages of the project life cycle including selecting projects, project planning, and risk assessment through execution, monitoring and control. By analyzing case studies, students will assess and apply best project management practices in the context of real-world scenarios.

Course Outcomes:

- Deconstruct the fundamentals of project management within a systems framework
- Apply project management fundamentals to project-related activities such as selecting projects, prioritizing tasks, managing budgets, managing teams, planning, and allocating resources, and resolving project issues quickly
- Explain the role of strategic leadership and decision-making in the success of project management
- Compare and contrast the types of decisions a project manager typically makes and how these affect cross-functional teams
- Analyze effective project manager characteristics with special attention to diverse teams, groups, and stakeholders and evaluate how these impact project performances
- Apply leadership, strategic business management, and project management tools to a real-world project
- Generate a budget for a project and provide a schedule for the project phases
- Create a project-management evaluation rubric to assess project outcomes and improve future processes

1. Innovatory Skills		3. Ethical Behavior and Decision Making	
a. Reasoning	X	a. Ethical Reasoning	
b. Perception		b. Moral Implications	
c. Critical Thinking	X	c. Reflective Practice	
d. Inventiveness		4. Diversity, Equity, and Inclusion	
e. Creativity		a. Cultural Awareness	
f. Problem Solving	X	b. Diversity	
g. Oral/Written Communication	X	c. Inclusive Work Environments	
2. Leadership		5. Operational Excellence	
a. Philosophy		a. Organizational Capacity & Function	X
b. Individual Leadership		b. Supervisory Management	
c. Organizational Leadership	X	c. Professional Development	
		d. Self-Management	

ENVS 440 Environmental Issues (5 credits lecture/no lab)

Description:

An exploration of environmental issues and their effect on business, communities, and consumers. Investigate how environmental pressures (e.g., sustainable development) and environmental problems (e.g., global warming, air pollution, waste disposal) impact corporate mission, competitive strategy, technological choices, product development decisions, production processes, and corporate responsibility. Examine basic concepts of ecology and environmental science as they relate to permitting and other business decisions. Regulation and permitting pertaining to SEPA, NEPA, the Army Corps, archaeology, and hydraulics will be studied from the perspective of local planning departments. Case studies and student investigations will be used to build technical proficiencies

Prerequisite: Any five-credit course with a lab from the Natural Science distribution list.

Course Outcomes:

- Employ effective oral, written, and analytical communication to evaluate environmental issues in management and business scenarios
- Evaluate the reliability and usefulness of a variety of media and technologies regarding the context of environmental impacts and sustainability
- Evaluate the impact of applicable local, state, and federal environmental laws and regulation to business and management scenarios
- Debate the legal and ethical issues regarding social and environmental justice paying special consideration to diverse populations
- Compare and contrast multiple stakeholder perspectives of organizational, consumers and the natural environment
- Examine leadership roles to advance informed views of environmental and sustainable development, and its impact on business as well as our communities

1. Innovatory Skills		3. Ethical Behavior and Decision Making	
a. Reasoning	X	a. Ethical Reasoning	
b. Perception		b. Moral Implications	
c. Critical Thinking		c. Reflective Practice	
d. Inventiveness		4. Diversity, Equity, and Inclusion	
e. Creativity		a. Cultural Awareness	X
f. Problem Solving	X	b. Diversity	X
g. Oral/Written Communication		c. Inclusive Work Environments	
2. Leadership		5. Operational Excellence	
a. Philosophy		a. Organizational Capacity & Function	X
b. Individual Leadership		b. Supervisory Management	
c. Organizational Leadership	X	c. Professional Development	
		d. Self-Management	

OLTM 460 Coaching & Mentoring (5 credits)

Description:

Provides students an opportunity to integrate leadership knowledge and skills through the application of leadership models as applied to real-world scenarios related to conflict, team dynamics and emotional intelligence. Students will begin to develop a vision of their vocation as leaders by participating in real-time, case-in-point examples of adaptive leadership. Students refine their understanding of the principles of servant leadership and further explore adaptive leadership theory through practice. These two leadership theories, in tandem, provide a unique approach to leadership, with servant leadership cultivating the heart, while adaptive leadership provides an avenue for active application.

Course Outcomes:

- Research contemporary issues in leadership
- Compare and contrast adaptive leadership theory and Servant Leadership theories
- Create tools to identify high potential employees and leaders
- Demonstrate collaboration and work constructively with others as both a team member and team leader
- Design strategies that foster team building, promote problem solving, and optimize organizational resources
- Work responsibly, respectfully, and inclusively within and across diverse groups/teams to achieve common goals

1. Innovatory Skills		3. Ethical Behavior and Decision Making	
a. Reasoning	X	a. Ethical Reasoning	X
b. Perception		b. Moral Implications	
c. Critical Thinking	X	c. Reflective Practice	X
d. Inventiveness		4. Diversity, Equity, and Inclusion	
e. Creativity		a. Cultural Awareness	X
f. Problem Solving	X	b. Diversity	X
g. Oral/Written Communication		c. Inclusive Work Environments	X
2. Leadership		5. Operational Excellence	
a. Philosophy		a. Organizational Capacity & Function	
b. Individual Leadership	X	b. Supervisory Management	
c. Organizational Leadership		c. Professional Development	X
		d. Self-Management	X

OLTM 465 Current Issues in Human Resource Management (5 credits)

Description:

Integrates and applies concepts in human resources, psychology, and business to address current issues in Human Resources Management (HRM). Students will learn to synthesize their knowledge of human resource principles and practice by applying their knowledge to issues of current concern to HRM professionals. Students will probe contemporary topics in human resource management in depth with an emphasis on the impact of legal and societal developments on human resource management practices in areas such as workplace diversity, sexual harassment, gender issues, discrimination, work life balance, and outsourcing.

Course Outcomes:

- Explore current issues and trends in human resource management
- Research the specific knowledge and skills to supervise, develop, and apply human resource systems for employment, compensation, and training
- Analyze the leadership theories and skills needed to bring a group together for a common goal
- Assess intrapersonal and interpersonal skills necessary to lead with personal and relational competence
- Evaluate the merits of ideas through an innovative, adaptive mindset to continuously create value
- Examine effective time management, delegation, and organization principles to meet personal and organizational goals

1. Innovatory Skills		3. Ethical Behavior and Decision Making	
a. Reasoning	X	a. Ethical Reasoning	
b. Perception		b. Moral Implications	
c. Critical Thinking	X	c. Reflective Practice	
d. Inventiveness		4. Diversity, Equity, and Inclusion	
e. Creativity		a. Cultural Awareness	
f. Problem Solving	X	b. Diversity	
g. Oral/Written Communication		c. Inclusive Work Environments	X
2. Leadership		5. Operational Excellence	
a. Philosophy		a. Organizational Capacity & Function	X
b. Individual Leadership	X	b. Supervisory Management	
c. Organizational Leadership	X	c. Professional Development	X
		d. Self-Management	X

OLTM 495 Capstone (5 credits)

Description:

Integrates and applies program professional competencies. Students will demonstrate a comprehensive understanding of program outcomes through the development and delivery of a leadership project through one or a combination of the following:

- Workplace leadership project synthesizing knowledge, skills, and experiences in area of technical expertise
- Service/community-based leadership project synthesizing program knowledge, skills, and experiences
- College-to-career transition experience (e.g., internship/practicum)
- Achievement of recognized external industry/professional standards or credentials

Prerequisite: Students will obtain instructor permission to enroll through submission of a concept paper one quarter prior to registration.

Course Outcomes:

- Utilize systems theory, quantitative and qualitative methods, as well as analytical tools to identify and analyze an organizational problem or entrepreneurial initiative of substantial scope (operations, marketing, or finance)
- Measure the cost of a problem (talent, money, customers, products, etc.) using economic and accounting principles
- Identify stakeholders and specific and generalized impacts
- Critique a current decision-making process that is used in solving the problem in the chosen organization
- Apply strategic decision-making processes to solve a problem
- Approximate decision outcomes and their projected value
- Prepare a business model, budget, and execution plan to implement proposed solutions

1. Innovatory Skills		3. Ethical Behavior and Decision Making	
a. Reasoning	X	a. Ethical Reasoning	
b. Perception		b. Moral Implications	
c. Critical Thinking	X	c. Reflective Practice	X
d. Inventiveness	X	4. Diversity, Equity, and Inclusion	
e. Creativity	X	a. Cultural Awareness	
f. Problem Solving	X	b. Diversity	
g. Oral/Written Communication	X	c. Inclusive Work Environments	X
2. Leadership		5. Operational Excellence	
a. Philosophy		a. Organizational Capacity & Function	X
b. Individual Leadership	X	b. Supervisory Management	
c. Organizational Leadership	X	c. Professional Development	
		d. Self-Management	

APPENDIX E. DISTRIBUTION LISTS

Distribution List

Humanities ¹

15 credits from at least 3 disciplines; no more than 5 credits in Performance Skills courses. No more than 5 credits in foreign language at the 100 level. If CMST& 220 (was SPCH 110) and/or CMST& 230 (was SPCH 114) are used to satisfy the Humanities requirement, they may not be used to satisfy the Communications Skills requirement.

***Performance Skills Courses/max 5 cr.**

ART& 100, ART 101*, 102*, 103*, 106*, 107*, 108*, 111*, 112*, 113*, 130, 155*, 154*, 156*, 157*, 158*, 162, 206, 207, 208, 214, 224, 226, 227, 228, 241*, 242*, 243*

ASL& 121, 122, 123

CHIN& 121, 122, 123

CMST& 210 (was SPCH 104), 220 (was SPCH 110), 230 (was SPCH 114), CMST 240 (was SPCH 209), 250 (was SPCH 109)

DANCE 100*, 105*, 110*, 151*, 152*, 153*, 251*, 252*, 253*

DRMA& 101, DRMA 106*, 107*, 108*

ENGL 106, 108, 124*, 125*, 126*, 140, 204, 205, 215, 221, 222, 224*, 225*, 226*, 231, 232, 233, 234, 245, 246, 251, 252, 254, 255, 256, 260, 270, 280, ENGL& 235, 244

HIST& 116, 126

HUM 104, 107, HUM& 116, 117, 118, HUM 150, 164, 210, 220, 230, 250, 251, 255

MUSC 100, 101, 102, 103, 106, 107, 108, 117, 119, 121*, 122*, 123*, 130*, 131*, 132*, 133*, 134*, 135*, 145, 150*, 151*, 152*, 153*, 176*, 177*, 178*, 206, 207, 208, 209, 221*, 222*, 223*, 251*, 252*, 253*, 276*, 277*, 278*, MUSC& 105

PHIL& 101, PHIL 210, 260

SPAN& 121, 122, 123, 221, 222, 223

Natural Sciences ¹

15 credits from at least 3 disciplines; must include 5 credits of lab courses. No more than 5 credits from Mathematics, and Engineering. Courses used to satisfy this requirement may not be used to satisfy the Quantitative Skills requirement.

Note: BUS 206 and MATH 210 are the same course. Credit cannot be earned for both.

****Lab Courses**

Physical Sciences	Biological Sciences	Earth Sciences
CHEM& 110**, CHEM& 121**, 131**, CHEM& 161**, 162**, 163**, CHEM 231**, CHEM 261**, 262**, 263** PHYS& 100**, 114**, 115**, 116**, 221**, 222**, and 223** PHSC 108**, and 109**	ANTH& 205 BIOL& 100**, BIOL& 160**, BIOL& 211**, 212**, 213**, BIOL& 241**, BIOL& 242**, BIOL& 260**, BIOL 109**, 130**, 150**, and 179** BIOL 298 NUTR& 101	ASTR& 101** ERSI 104** or 105**, 109** ENVS 150, 215** GEOG 105** GEOL 105**, 118**, 124 GEOL& 101** and 208** OCEA& 101**

BUS 206, 207

CS 270

ENGR 106, 210

MATH& 107, 131, 132, 148, 151, 152, 153, 141, 142, MATH 125, 210, 211, 215, 220, 240, 254

Social Sciences ¹

15 credits from at least 3 disciplines.

ANTH& 100, ANTH& 204, ANTH& 206
BUS& 101, BUS& 201
CDS 101
CJ& 101, 110
ECON 104, 105, ECON& 201, 202
EDUC& 115
HIST& 117, 127, 128, 136, 137, HIST 205, 214, 215, 254
POLS& 101, 202, 203, 204, POLS 220
PSYC& 100, 200, PSYC 150, 198, 204, 214, 220, 250, 255, 298

SOC& 101, SOC 210, 225

¹No more than 10 credits from any one discipline will be applied to the requirements within a distribution area.

Restricted Course List

A maximum of 15 credits taken from the "Restricted Course List" may be used in the Associate in Arts (AA-DTA) degree. Waived courses are subject to the 15-credit maximum. ****No more than 3 PHED activity credits may be taken as electives.**

ACCT 101, 150, 241, 244, 275

AH – all courses

AMTC – all courses

BLPT—all courses

BUS 100, BUS 104, BUS 119, BUS 159, BUS 165, BUS 259, BUS 294

BTEC—all courses

CDS—all courses except CDS 101

COLL - all courses

CS - all courses except 110, 170, 175, 208

DHET – all courses

DRFT—all courses

ECED – all courses except ECED& 100, 105, 120, ECED 116, 117, 118, 136, 137, 138, 180, 186, 187, 188, 204, 209, 220

EDUC – all courses except 150, 191, 204, 205, 291

ENGL 104

FISC - all courses

HLTH 100, 105, 110

HOFL—all courses

HDEV—all courses

ICP 101, 102

IT - all courses except 100, 102

LIBR – all courses

MASP—all courses

MATH 105, 106

MEDA—all courses

MFG—all courses

MUSC 115

NURS—all courses

****PHED – 104, 105, 106, 110, 120, 125, 126, 127, 128, 135, 139, 140, 141, 146, 147, 149, 152, 155, 160, 162, 164, 165, 167, 204, 205, 210, 215, 216, 220, 226, 227, 228, 235, 240, 241, 246, 247, 249, 252**

PMFG – all courses

TECH—100, 170

WELD—all courses

APPENDIX F. FACULTY CURRICULA VITAE

TIMOTHY A. ALLWINE

5309 Jackson Hwy, PO Box 985
Toledo, WA 98591
(360) 751-8048

Education

University of Montana	Missoula, Montana	MBA 3.93 GPA (49 Quarter Hours over three quarters)	June 1985
Miami University	Oxford, Ohio	BS – Accountancy (School of Business) with Minor in Decision Sciences BS – Systems Analysis (School of Applied Sciences) 3.33 GPA (190 Semester Hours over ten semesters)	May 1984

Continuing Professional Education

PMI		Project Management Professional (in process)	2015-2020
SBCTC/Renton Technical College		eLearning Certificate for Instructors	2015-2016
Quality Matters		Certificate: Improving Your Online Course Workshop	Jan 2016
SHRM		Certified Strategic HR Professional Veterans@Work Certificate	2016-2020 2020
Sloan-C		Certificate: Quality Matters (Online Instructional Standards)	2010-2012
Harvard University	Cambridge, MA	Certificates: Strategies for Enhancing Executive Influence, Managing People for Maximum Performance	2000-2003
AMA	Saranac Lake, NY	Certificate: Strategic Planning	1994
APICS		Certificate in Production and Inventory Management	1984

Academic and Other Honors

Visiting Instructorship Offer, University of Montana Business School (declined)	1985-1987
Outstanding MBA Graduate, University of Montana	1985
Graduate Assistantship, University of Montana	1984-1985
President, University of Montana Management Association (UMMA)	1984-1985
Elks National Foundation Scholarship – Third in Nation	1979-1983
Ohio American Legion Scholarships	1979-1980
Miami University Alumni Merit Scholarships	1979-1981

Phi Eta Sigma Scholastic Honorary; Alpha Lambda Delta Scholastic Honorary (Vice President 1980-81); Lambda Sigma Society; Phi Mu Epsilon Math Honorary; Beta Gamma Sigma Business Honorary; Eagle Scout and Order of the Arrow Inductee

University and Other Teaching Experience

Tenured Experience

Business Instructor, Lower Columbia College, Longview, WA 2006-
Current
Responsible for overall program management, assessment, curriculum development, student recruitment and advising. Implemented online degree option (2009) and supported launch of new Retail Management Certificate (2007). Enhanced program-wide curriculum to incorporate service learning and action research methodologies. Proficient in the use of Angel, Canvas, and McGraw-Hill Connect learning management systems; limited experience with Blackboard and Moodle Rooms.

Served on College-wide committees and task forces, including Instructional Assessment Committee (1996 to current), Summer Assessment Institute (2007-2012); Instructional Council (2009-2012), Accreditation Steering Committee (2009-2010), 'Achieving the Dream' Task Force Committee Co-chair (2011-12), and Scholarship Review Committee (2008-2012). Served on Executive Council of the LCC Faculty Association (bargaining unit) 1999-2012, Contract Bargaining Committee (2010-2011), and as President (2011-2012). Department Chair, Business and Information Technology (2009-2012). Faculty Representative to State Board of Community and Technical Colleges (SBCTC) Mission Study Task Force (2009-2011). Diversity and Equity Committee (1996 to current).

Adjunct Experience

Faculty Member/Speaker at numerous industry conferences, including UCLA Wireless Internet Data and Enterprise Applications Conference, USTA (U.S. Telephone Association) Annual Meeting, International Engineering Consortium Technical Conferences, Wi-Fi Alliance Quarterly Meeting, among others 1992-2005

Lecturer, Ohio State University Dept. of Accountancy and MIS 1987

Teaching Assistantship, University of Montana Business School 1984-1985

Certified Whitewater Canoeing Instructor, American Canoe Association 1980-1984
Trip Coordinator, Miami University Outdoor Recreation Program
Guide, Maine National High Adventure Area, Boy Scouts of America

Industry Employment History

VeriSign, Inc. (fka Illuminet)	Olympia, WA	12/2003 - 01/2006
Sr. Director/VP – Product Management & Development, Clearing/Roaming Services		
Responsible for business unit leadership, including strategic planning, P&L budgeting/performance, industry representation, life cycle management and new product development for Roaming Services. Secured funding and lead international expansion initiative into the Asia Pacific region in 2004-05. Managed \$50 million product line serving customers in North America, the Caribbean, Latin America and Asia Pacific. Directly supervised Product Managers who managed cross-functional product teams comprised of approximately 120 personnel.		

Illuminet, Inc. (fka U.S. Intelco Networks)	Olympia, WA	12/1996 - 12/2003
Sr. Director/VP – Product Management & Development, Clearing/Roaming Services		
Same as above for Clearinghouse Services, a \$5-10 million product line serving customers primarily in North America. Responsible for managing cross functional product teams of approximately 35 personnel.		

U.S. Intelco Networks, Inc.	Olympia, WA	03/1989 - 12/2003
Product Manager/Sr. Product Manager-Billing & Rating Services, Database Services		
Responsible for product life cycle management and new product development for Billing & Rating products (initially) and Database Services. Launched Line Information Database (LIDB) and Calling Name (CNAM) Delivery services, which grew to generate over \$100 million in annual revenues to VeriSign in 2005.		

LCI International, Inc.	Worthington, OH	04/1986 - 03/1989
Asst. Operations Controller, Financial Analyst, Pricing Analyst		
Responsible for billing operations over sight; revenue, sales commission, and facility cost accounting; order processing; sales commission administration; and product profitability analysis. Note: This company no longer exists since its acquisition by Qwest in the mid 1990's.		

Andersen Consulting (nka Accenture)	Columbus, Ohio	08/1985 - 04/1986
Consultant		
Staff consultant on various financial systems consulting engagements, including a major project to develop a Network/Product Profitability Model for LCI International, Inc.		

University of Montana Business School	Missoula, Montana	08/1984 - 06/1985
Graduate Teaching Assistant		
Managed School of Business Administration computer lab, supervised work study lab assistants, and taught "Understanding Computers" Undergraduate course during primary professor's maternity leave.		

Libbey Owens Ford Co. – Glass Division (nka Pilkington Glass North America)	Toledo, Ohio	05/1983 - 12/1983
Accounting Intern		
Developed financial models using IFPS software package to track production volumes and costs. Systems I developed replaced manual processes performed prior. Note: This company was acquired by Pilkington Glass.		

Shelby Mutual Insurance Co.	Shelby, Ohio	05/1982 - 08/1985
Accounting Intern		
Estimated re-insurance coverage/funding requirements and completed financial analysis projects as assigned. Note: This company discontinued operations approximately 15 years ago.		

Industry and Professional Affiliations

National Business Education Association (NBEA) (2006-current); Society for Human Resources Management (SHRM) (2007-current); Project Management Institute (PMI.org) (2013-current)

Community Involvement

Campfire USA Lower Columbia Council, President and Board Member (2007-2011)
St. Paul Ev. Lutheran Church, member and choir member (2018-current), Congregational Council President (2019-current)

Personal Interests

Family time; hiking/mountaineering; telemark skiing; cycling; fly fishing; gardening; small-scale livestock farming; music, choral and acoustic

References

Available on request

Dana Marie Cummings
Cell: (509) 429-5681
Work: dcummings@lcc.ctc.edu
Personal: Dana_Marie01@msn.com

EDUCATION

- **Master of Business Administration**
Eastern Washington University
- **Master of Science, Accounting**
Strayer University
- **Bachelor of Arts in Humanities**
- **Bachelor of Arts in Cultural Anthropology**
Washington State University, Pullman

PRIMARY AREAS OF EDUCATIONAL & PROFESSIONAL INTEREST

- Accounting & Business Education
 - Accounting and Fraud Prevention
 - Non-profit Accounting
 - Budgeting & Personal Finance
 - Business Ethics & Servant Leadership
 - Payroll Accounting
 - Taxation

EMPLOYMENT EXPERIENCE

Lower Columbia College

Tenure Track Faculty

Full Time Temporary Faculty

Adjunct Faculty

September 2018 - Present

September 2014 – June 2018

April 1, 2008 – September 2014

Course Instruction:

ACCT 150 – Payroll Accounting

ACCT 241 - Computerized Accounting Concepts

QuickBooks Pro 2007 – 2010, QuickBooks Premier 2009-2020

ACCT 244 - Individual Income Tax

ACCT 275 - Accounting Capstone

BUS& 101 Introduction to Business (Traditional and Distance Education)

BUS 100 College Success

BUS 104 Business Math

BUS 119 Business Communications

BUS 144 Human Relations

BUS 240 Principles of Supervision (DE)

BUS 244 Human Resource Management (DE)

BUS 245 Principles of Management (DE)

Program & Course Development

Personal Finance – Course Development
 Entrepreneurship Course – Course Development
 Certificate of Proficiency – Entrepreneurship

General Faculty Requirements: Facilitate quality instruction while utilizing methods that are innovative and/or the most effective for the given discipline.

Responsibilities: Develop course content commensurate with the established course outcomes and course plan. Establish syllabi, course outline, administer quizzes, exams and maintain the course grading system through traditional classroom and computer laboratory setting as well as online supplementation through CANVAS and illuminate distance education mediums.

Kaplan University

Adjunct Faculty (September 2008 – May 2015)

Payroll Accounting Course Lead (January 2011 – February 2013)

Adjunct Faculty Tutor~ Accounting (Summer 2013)

Distance Education Course Instructions:

AC114 Introduction to Accounting I,

AC116 Introduction to Accounting II,

AC122 Payroll Accounting,

AC298 Associates Capstone in Accounting,

AC330 Managerial Accounting for the Business Professional,

AC420 Cost Accounting,

AC499 Bachelors Capstone in Accounting

General Adjunct Faculty Responsibilities: Instruct students in the rudiments and fundamentals of accounting in an online environment. Establish and maintain course room or seminar control, through audio technology, facilitate weekly discussion threads, administer quizzes, homework assignments and overall grading. Commonly teaching at least one class, and generally two classes, every ten-week term was a normal practice.

Course lead Responsibilities: Content: Keep the course current and relevant, in collaboration with faculty, revise and update course, master development guide, and instructor notes to respond to course issues, new requirements, etc. Review new text editions for course impact and revise course as needed, Work on revisions and updates with Curriculum Manager and submit revisions at least four weeks prior to term migration Create and update Course Level Assessment assignments and rubrics as needed Respond to all course questions.

Accuracy: Ensure there are no mistakes in the course, verify that correct syllabus is posted in the online classroom prior to term migration, prior to term start, review migrated course for links, grade book and any other areas that may be problematic, review revisions to ensure quality, including grammar and tone and report non-technical issues and errors such as spelling, instructions, web links, etc. to the Curriculum Issues reporting site. **Community:** Build faculty community around course and/or discipline, welcome all faculty to each term, reviewing any changes that have been made to the course, review course in detail with new faculty, schedule and facilitate quarterly faculty meetings to review survey results and recurring problem areas and to determine improvement actions, attend quarterly Course Lead meetings to discuss issues and opportunities related to curriculum and processes.

Responsibilities- Maintain all functions of the business including but not limited to addressing client needs in terms of performing bookkeeping functions to develop appropriate financial statements, running payroll, completing annual & quarterly taxes, developing policies & procedures, as well as evaluating internal controls to prevent fraud. Other responsibilities as needed including, but not limited to, advising and training business owners of new business start-ups and troubleshooting computerized accounting functions through QuickBooks.

CERTIFICATIONS

- Association of Certified Fraud Examiners (CFE) Current license Sept 2014- Present
- Diversity & Inclusion Certificate – eCornell Spring 2020
- Microsoft Office Specialist: WORD 2013 & 2016, Excel Expert 2013, PowerPoint 2013
- USASBE – Social Entrepreneurship Certificate (2017)

VOLUNTEER EXPERIENCE

Accountant and Bookkeeper

August 2009 – Present

Shiloh Christian Fellowship

Responsibilities- Disburse checks and run bi-monthly payroll. Maintain accounts payables and receivables. Prepare financial reports, quarterly and yearly tax records and year end contribution receipts and letters. Maintain financial accountability and direction with board of directors, establish and maintain yearly budget.

Accountant and Bookkeeper - Board of Directors

January 2019 – Present

Evergreen4kids – School in Habanero, Dominican Republic

Responsibilities- Maintain computerized accounting system. Prepare financial reports, annual tax records and year end contribution receipts and letters. Maintain financial accountability and direction with board of directors, establish and maintain yearly budget.

Accountant and Bookkeeper

Spring 2020 – Present

Love, INC

Responsibilities- Implement and train in the usage of a computerized accounting system, develop financial policies and procedures for efficiencies and effective internal controls.

Art Instruction

September 2017 – Present

Master School of the Arts, Longview, WA

Responsibilities: Instruct student in the art of charcoal and pastel painting

PUBLICATIONS & CONFERENCES

Publications

Brown, S., Cummings, D., Self, S & Healy, D (2016) An Accounting Capstone Workbook and Case Study. Liberty University Press

Cummings, D., James, K. (2012). Coincidence of loss: Fraud and the economy. *Journal of Business Leadership*, (19)1, 16-27.

James, K., Hulsart, R., & Cummings, D. (2011). Economic instability and Fraud loss: A Decade of Uncertainty. *International Journal of Accounting Information Science and Leadership/Intellectbase International Consortium*, 4(11)

Hulsart, R., K. James, & Cummings, D. (2011). Fraud in the Lost Decade: The Impact of the Economic Downturn on the Prevalence of Fraud. *Business Studies Journal/Allied Academies*.

Peer Reviewed Conference Presentations

Hulsart, R.W., James, K.M., and Cummings, D.M., "Fraud in the Lost Decade: The impact of the economic downturn on the prevalence of fraud," Proceedings of Allied Academies International Internet Conference, Jul. 25-29, 2011, BSJ-Hulsart-James-Cumming-08062011, pp. 118-123.

James, K.M., Hulsart, R.W., and Cummings, D.M., "Economic Instability and Fraud Loss: A Decade of Uncertainty," Proceedings of Intellectbase International Consortium Academic Conference, Atlanta, Georgia, Oct. 13-15, 2011, IIC11E29 – K. James R. Hulsart. D. Cummings, pp. 81-91.

Conference Proceedings

James, K., Hulsart, R., Cummings, D. (2011). Economic Instability and Fraud Loss: A Decade of Uncertainty (vol. 18). Nashville, TN: International Handbook of Academic Research and Teaching / Intellectbase International Consortium. www.intellectbase.org

Hulsart, R., James, K., Cummings, D. (2011). Fraud in the Lost Decade: The Impact of the Economic Downturn on the Prevalence of Fraud (vol. 13). Arden, NC: Allied Academies / International Internet Conference Proceedings.

Bart J. Finnel, MBA

+1-(414)-801-5528

bartfinnel@gmail.com

Operations, Strategy & Corporate Development Executive

Accomplished Executive Strategist and Technologist with proven strengths in developing, transforming and executing complex corporate development strategies for large-scale mergers, acquisitions and divestitures projects. Diverse global experience across a spectrum of industries with increasing responsibility, including medical device technology, industrial control systems, product engineering, operations, engineering services and government markets. Recognized for challenging the status quo, drive innovative thinking and provide leadership in order to successfully implement strategies. Adept at cultivating key business relationships.

AREAS OF EXPERTISE

- Corporate Strategic Planning • Mergers • Acquisitions • Divestiture • Strategic Alliances • Licensing • Investments • Strategic Partnerships • Market Analysis • Integration
- Multi-functional Leadership • Project/Program Management • Transformation • Statistical Analysis • Quality Assurance • Motivational Leader/Mentor • Global Product Marketing • Global Resources
- Innovation • Engineering Technology • Manufacturing Operations • Clinical R&D
- Continuous Improvement • Relationship Building • Critical Thinking

PROFESSIONAL EXPERIENCE

QuEST Global Services

2017-2019

Vice President, Strategy and Corporate Development

- Led inorganic strategic planning process with QuEST leadership to determine strategic direction and key priorities within each business segment
- Lead all aspects of the M&A process from developing strategic direction, deal sourcing, target identification, assessment, confirmatory due diligence, negotiations, and closing
- Closed multiple deals ranging from \$10M to \$75M resulting in \$100M+ in top line revenues and \$25M in accretive EBITDA (3 Pts) within the Hi-Tech, Aerospace and Industrial markets
- Conduct qualitative and quantitative market research to determine new business/growth opportunities and potential business risks from an inorganic perspective
- Led deal negotiations by collaborating with and developing a trusted relationship with internal cross functional teams and external deal partners, including CXO's, legal, operations, marketing, quality, tax and finance teams
- Partner with industry and vertical leaders and finance teams to prepare and analyze deal models, valuation and financial statements for potential acquisitions and growth opportunities
- Continuous assessment and improvement of deal process, including deal selection, M&A execution, on-going post deal monitoring to ensure the deals are integrated smoothly and fully optimized
- Prepare and present periodic M&A reports and stage gate reviews to the board of directors, CXO's and other senior leadership based on research, analysis of opportunities and risks for key target and new strategic business opportunities

GE Healthcare Milwaukee, WI

1994-2017

Director, Strategy and Business Development (M&A)

2014-2017

Led the development and execution of both short and long-term key growth strategies for the Clinical Care Solutions (5B) business. Identified and evaluated new business areas and opportunities including mergers and acquisitions, divestitures, strategic alliances and equity investments. Led the process of advising the CEO and Executive Staff regarding the strategic fit, valuation, legalities and structuring of key opportunities.

- Led key aspects of prioritizing global market segment requirements; performed gap analysis for business unit portfolio; defined strategic and tactical steps to position segment for accelerated growth
 - Led team and process seeking external funding effort for key projects
 - Led the acquisition of a technology platform – transaction valued at \$175M
- Managed multiple business transactions and strategic initiatives, incorporating internal and external financial, business and functional advisors with particular attention to key business assumptions, facilitating critical decisions, enabling interactions with targets at all deal process and decision points
 - Managed aspects of large key acquisition projects valued between \$1.6-\$2B
 - Managed multi-million dollar joint venture project bringing assets into GE Healthcare, adding 2-3 corporate partners as subsidiaries
- Organized, managed and served as a leader of transaction teams including: direct reports in transactional support and due diligence process, functional leaders and subject matter experts from corporate and business groups, and external advisors
- Led negotiations with external parties, ensuring all business, technical, legal and regulatory requirements are met in support of deal approval
 - Negotiated first-of-its-type contract with partner corporation for revenue/risk sharing; five different complex agreements; multiple generational project culminating over 10 year-period; valued at \$650M
- Partnered with CCS leadership to manage communication and alignment with key internal stakeholders to support effective decision making and transaction approval processes
- Ensured comprehensive deal integration/separation preparation and planning; facilitated transitions to broader GEHC integration teams

Strategic Partnership Manager (M&A)

2010-2014

Provided strategic direction for the Life Care Solutions business to drive inorganic growth for its 5 segments. Developed/executed strategic plan for a \$2.6B business; formed strategic alliances and partnerships, negotiated mergers and acquisitions, divestitures and equity investments.

- Provided leadership in largest divestiture for GEHC Vital Signs Devices business in less than 6 months for \$500M resulting in \$180M gain for 2013
- Led due diligence, managed the data room, the perimeter scoping, deal separation planning/execution and the negotiation of 3 supply agreements
- Provided strategic input and deal guidance for the acquisition of a Brazilian healthcare company.
 - Acquisition provided the Monitoring Solutions Business with a low cost/high feature patient monitor and distribution access for Latin America
- Structured and negotiated development agreement, professional services agreement, equity investment and strategic sourcing agreement for vital signs patient monitoring product replacement to maintain \$60M business revenue while having no impact on base costs
- Identified and analyzed potential acquisitions and strategic partnerships to fill LCS portfolio gaps.
- Led contract negotiations for complex three-party co-development to establish new market segment in surveillance monitoring

Engineering Program Manager

2006-2010

Managed new acute care patient monitoring product line with first year sales of \$185M. Delivered annual program budget, staffing, strategic planning and program execution for team of 80+ software, electrical and mechanical engineers. Managed cross-functional leadership teams consisting of manufacturing, service, sourcing, sales, marketing, quality, regulatory, product verification, validation and technical publications. Conducted intellectual property review and submissions. Established 510(k) filing application.

- Developed product/platform (3-5 year) strategic plan; program selected as GE Healthcare's most strategic New Product Introduction for 2009
- Managed \$6.5MM program budget; presented program status to executive management and customers
- Negotiated business agreements with external vendors for contracted services, resources and OEM technology integration
- Developed and implemented product improvement resulting in \$1.45M in annual savings (17 percent reduction in cost)
- Established and instituted remote software development/test team in Bangalore, India providing 24/7 product development, verification, validation, software test automation and FDA compliance testing
- Led international technical interchange with design facilities in Wuxi, China and Helsinki, Finland developing cohesive product strategies; forum instrumental in seamless integration of GE acquisition
- Managed a multi-national cross-functional team to meet business initiatives, needs and expectations

Engineering Project Manager

2000-2006

Lead cross-functional and engineering teams in the development of the next generation transport patient monitor. Project spanned from concept through product design, development and test into full production release.

- Implemented 26 percent product cost reduction yielding revenue increase from \$1.7M to \$3.5M
- Drove the systematic approach to product quality and reliability resulting in reduced mean time between failures and warranty costs by 78 percent
 - Project received GE Healthcare Technology Award for "Design For Reliability-Robustness"
- Contributed to assembly manufacturing team; drove lean assembly techniques into product design, resulting in 50 percent reduction of assembly time from predicate product

Lead Systems Design Engineer

1996-2000

Developed system architecture, performance specifications, electrical design of patient monitoring equipment based on customer needs, workflow, cost targets with a high emphasis on manufacturability, manufacturing costs and product reliability

- Patent granted from USPTO (Docket No. 31-PM-5404) for unique docking station for patient monitor
- Led product design team and design control process from requirements development and design planning to design transfer and validation, prototyping, evaluation and engineering verification testing
- Developed detailed work breakdown structure, development budget, product and system requirement specifications, FMEA/FEA system analysis, risk/hazard analysis, technical/design reviews and product system verification and validation test plans

Previous positions include MFR Process Engineer with GE Healthcare-Milwaukee, WI; Quality Assurance Supervisor with Thor Technology Corp, Milwaukee, WI; Project Engineer II with EG&G Washington Analytical Service Center, Inc., Virginia Beach, VA

MILITARY

Electronic Technician U.S. Navy Norfolk, VA 1984-1992

Served aboard a Naval USS Harlan County as an electronic technician on surface radar, satellite and cryptographic communication systems with increasing responsibilities. In my second assignment, instructed Navy courses for Naval Fleet Training Center as a fiber optics and micro-miniature soldering instructor.

- Developed curriculum for a new training program in fiber optics
- Maintained Secret Clearance
- Received 2 Navy Achievement Metals
- Honorable Discharge – Rank E6, 1st Class Petty Officer

EDUCATION

Masters - Business Administration University of Wisconsin-Milwaukee	2013
Masters - Engineering in Engineering Management University of Wisconsin – Madison	2004
Bachelor of Science - Electronic Engineering Milwaukee School of Engineering	1998
A.A.S - Industrial Electronic Technology Norfolk State University, Norfolk VA	1991

OTHER TRAINING

Strategy: Building and Sustaining Competitive Advantage (Harvard Business School)	2015
GE Healthcare Management Development (GE Crotonville)	2013
Program on Negotiation (Harvard Business School)	2011
Certificate in Advanced Project Management (UW-Milwaukee)	2010
Advanced Manager Course (GE Crotonville)	2008
Professional Development Program (GE Crotonville)	2007
Project Management Professional Certification (Project Management Institute)	2005
Six Sigma Training - DMAIC/DFSS/DFR/Lean (GE - Green Belt Certified)	2001

AFFILIATIONS/COMMUNITY

Industrial and Electrical Engineering Program Advisory Board - Milwaukee School of Engineering (MSOE)	2010 – 2019
GE Team Leader – Community Service Day	2012 - 2017
GE Team Captain for iCare Team – United Way Fundraising	2011 - 2016
Facilitator for analytical, quality projects – Moraine Park Technical College	2008 - 2019

Stefanie Gilberti
633 E. Pioneer Loop
La Center, WA 98629
970.222.0869 (Mobile)
sgilberti@lowercolumbia.edu

Education

M.A. from Colorado State University in Fort Collins, Colorado, awarded May 2007.
Major: Speech Communication. GPA: 3.67. Thesis Title: *(Re)Producing Reality: The Hyperreal Construction of Fashion, Body, and Happiness in Glamour Magazine*. Thesis Advisor: Brian Ott, Ph.D.

B.S. from North Dakota State University in Fargo, North Dakota, awarded May 2005.
Double Major: Mass Communication and Speech Communication. GPA: 3.77.

Teaching Experience

Lower Columbia College

Tenured Faculty

CMST& 220, **Public Speaking** (Fall 2008-Current)

CMST& 210, **Interpersonal Communication** (Fall 2013-Current)

CMST& 230, **Small Group Communication** (Fall 2013-Current)

CMST 250, **Intercultural Communication** (Winter 2015-Current)

CMST 240, **Rhetoric and Popular Culture** (Spring 2016 and Spring 2017)

As a tenured faculty member my responsibilities include; writing syllabi that correspond with the required textbook and course plans, creating all lectures, discussions, and activities, providing guidance both in and out of the classroom, developing and grading course materials, and maintaining a positive classroom environment. I also participate in all faculty meetings, student advising, professional development workshops/seminars, instructional assessment, committees, and in-service days.

Clark College

Adjunct Faculty (Associate Level)

CMST& 220, **Public Speaking** (Fall 2009-Spring 2017)

CMST& 210, **Interpersonal Communication** (Winter 2010-Spring 2019)

As an adjunct faculty member my responsibilities included; writing syllabi that correspond with the required textbook and course plans, creating all lectures, discussions, and activities, providing guidance both in and out of the classroom, developing and grading course materials, and maintaining a positive classroom environment.

Portland Community College

Adjunct Faculty (Associate Level)

SP111, **Public Speaking** (Spring 2008, Fall 2008-Spring 2008)

SP100, **Introduction to Communication** (Fall 2009)

As an adjunct faculty member my responsibilities included; writing syllabi that correspond with the required textbook and course expectations, creating all lectures, discussions, and activities.

Colorado State University

Graduate Teaching Instructor

SPCC200, **Public Speaking** (Fall 2005, Spring 2006, Fall 2006, Spring 2007) – As an Instructor for Public Speaking, I was responsible for preparing all lectures, grading assignments, facilitating activities and discussions, and offering assistance to students both in and outside the classroom.

Teaching Assistant

SPCC100, **Popular Culture and Communication** (Fall 2006, Dennis Phillips, Ph.D.) – As TA for this course, my responsibilities included assisting with lectures and activities, grading quizzes, leading review sessions, and offering assistance to students outside of class.

North Dakota State University

Teaching Assistant

COMM220, **Interpersonal Communication** (Spring 2005, Stephanie Ahlfeldt, Ph.D.) – In this position, I facilitated study sessions, assisted in class lectures and activities, and gained experience in evaluating oral presentations.

Teaching Assistant

COMM305, **Media Writing** (Fall 2004, Deneen Gilmour, Ph.D.) – In this position, I facilitated study sessions, assisted in class lectures and activities, and gained experience in journalistic writing.

Non-Teaching Academic Experience

Conferences: NW Communication, Guided Pathways, NW eLearn, InstructureCon, and NCA.

Professional Development Opportunities: *Quality Matters* Training, Canvas Online Instruction Training, Community Conversations lectures, AER Trainings.

Facilitated Workshops: topics related to Interpersonal Relationships, Emotional Intelligence, Public Speaking skills, and Culture and Nonverbal Communication for tutors and staff.

Continuing Education Classes: Humanities 106: Community Conversations, Humanities 107: How to See a Play, Physical Education 105: Personalized Fitness (yoga, pilates), Race and Identity, Mental Health, Campus Safety, and Financial Security workshops.

Campus Involvement: Fighting Smelt debate tournament judge, Scholarship Social, and Outstanding Student Awards ceremony.

Academic Scholarship

Competitive Convention Participation

“Negotiating Authority: An Ethnographic Look at Gender, Discipline, and Teaching Styles in a College Classroom.” Paper to be presented at the Rocky Mountain Communication Convention, Denver, Colorado, April 21-22, 2007.

“Speech Communities in College Classrooms.” Paper presented at the Red River Valley Communication Conference, Fargo, North Dakota, February 11-13, 2005.

“Issues in Communication: Dealing with Communication and Conflict,” Fudge, J., Neill, S., & Stern, A. Panel presented at the Red River Valley Communication Conference, Fargo, North Dakota, February 11-13, 2005.

“The Help U Campaign: Looking at a College Nonprofit Organizations.” Paper presented at the Red River Valley Communication Conference, Moorhead, Minnesota, February 20-22, 2004.

Awards/Honors/Scholarships/Grants

Dean’s List, North Dakota State University, Fargo, eight semesters 2001-2005: awarded to students who earn a GPA of 3.5 or higher.

Glenn Hill Memorial Scholarship, \$500, 2002: awarded to a Communication Studies student based on scholastic record.

Laverne Noyes Memorial Scholarship, \$500, 2002: awarded to a Communication Studies student based on scholastic record.

Pell Grant, \$500, 2003: Awarded to a Communication Studies student based on scholastic record and community service.

Seog Grant, \$500, 2003: Awarded to a Communication Studies student based on scholastic record and community service.

Other Employment Experience

Human Resources Assistant, Adams and Associates, September 2007-June 2008. As an HR assistant for this staffing firm, I conducted interviews with potential employees, made hiring decisions, placed employees with various companies, built and maintained relationships with clients, and handled all of the receptionist duties including; answering phones, filing, and responding to emails.

Editorial Assistant, Journal of Applied Communication Research, (Editor-Elect, Dr. Timothy Sellnow), Spring 2005. In this position, I implemented skills learned to help process and edit research articles, efficiently perform various tasks integrating knowledge of communication and research, as well as convey a positive attitude to aid Dr. Timothy Sellnow with daily tasks.

Marketing and Events Coordinator, NDSU Club Hockey, Fall 2004. In this position, I conducted activities to expand knowledge of hockey in the Fargo/Moorhead community, motivated students and faculty to support the success of the team, and implemented my communication skills to manage every game successfully.

Assistant Director of Marketing and Promotions, NDSU Wellness Center, Fall 2004. In this position, I effectively assisted the director of the NDSU Wellness Center in campus promotions, implemented communication skills to market the facility, and interacted daily with students to promote health-related knowledge.

Memberships

Appointed to Instructional Assessment Committee by former VPI, Brendan Glaser, 2016-2020
Monitoring Report Review Committee for Transfer and Academic preparation, 2017-Present
Communication Team, 2019-Present
Guided Pathways Steering Committee, 2018-Present
Sabbatical committee, 2018-Present
Learning Communities committee, 2015-Present
Nursing Faculty tenure track committee, 2019-Present
Executive Council for LCCFAHE (faculty union), 2017-Present
Phi Eta Sigma National Honor Society, member, 2002-2005
Golden Key National Honor Society, member, 2003-2005
Arts, Humanities, and Social Science Ambassadors, member, 2003-2005
Phi Kappa Phi National Honor Society, member, 2003-2005
Lambda Pi Eta, National Communication Honors Society, member, 2003-2007

References

Melinda Harbaugh

Dean of Instruction and Library Services
Lower Columbia College
Email: mharbaugh@lowercolumbia.edu
Phone: (360) 442-2662

Kat (Everman) Cooper

Proprietor of Dapper Dandelion
Small Business Owner, Longview, WA
Email: kat.r.everman@gmail.com
Phone: (360) 961-2420

Kelly Clark-Marshall

International Purchaser
Nautilus Equipment Inc.
Email: kelloggkelly41@hotmail.com
Phone: (360) 281- 2021

Brad Benjamin

Math Instructor, LCCFAHE President
Lower Columbia College
Email: bbenjamin@lowercolumbia.edu
Phone: (360) 442-2568

Alex Brehm

Communication Studies Instructor
Lower Columbia College
Email: abrehm@lowercolumbia.edu
Phone: (360) 442-2670

Rob Davis

Department Chair, Music Instructor
Lower Columbia College
Email: rdavis@lowercolumbia.edu
Phone: (360) 442-2680

Curriculum Vitae

LOUIS MICHEL LAPIERRE

Department of Biology
Lower Columbia College, 1600 Maple Street, PO Box 3010, Longview, WA 98632
llapierre@lowercolumbia.edu 360.442.2884

EDUCATION

Ph.D. Biology. 2002. University of California, Los Angeles.

Dissertation title: Diversity and ecology of insect herbivores associated with *Cecropia* (Cecropiaceae) in Costa Rica and their relationship with its *Azteca* (Hymenoptera: Formicidae) mutualists. Advisor: Dr. Henry A. Hespdenheide

B.A. Economics. 1991. University of California, Irvine.

TEACHING EXPERIENCE

Lower Columbia College, Natural Sciences Dept., Longview, WA

Tenured Faculty, Fall 2004 to present

Courses: Majors and non-majors biology and environmental science (lecture and lab)

Riverside Community College, Biological Sciences Dept., Riverside, CA

Associate Faculty, Spring 2004.

Courses: General Biology (lab) and Intro to Health Sciences (lecture).

Victor Valley Community College, Biology Department, Victorville, CA.

Associate Faculty, Spring 2004.

Course: General Biology (lecture and lab).

University of Georgia, Institute of Ecology, Costa Rica Ecology Program.

Resource Faculty, Summer 2002, Summer & Fall 2003. Reason for leaving: short-term appointments.

Course: Costa Rica Ecology Programs (four-week and semester-long courses).

Saddleback College, Department of Biological and Marine Sciences, Mission Viejo, CA

Associate Faculty, Fall 2002 – Spring 2003. Reason for leaving: Accepted position closer to home.

Course: Introduction to Biology (lecture and lab).

University of California, Los Angeles, CA Teaching Fellow/Teaching Assistant, Dept. Organismic Biology, Ecology & Evolution, 1994 – 2001. Reason for leaving: Graduated with Ph.D.

Courses: Ecology, Evolution, and Behavior; Evolution; Evolution and Biodiversity (Introductory Course); Field Insect Ecology (S.E. Arizona & Nicaragua); Introduction to Cell and Molecular Biology; Organismal and Environmental Biology; Organismal and Environmental Biology Lab; Principles of Modern Biology

California State University, Northridge, CA

Teaching Assistant, Summer 1998. Reason for leaving: Summer course.

Course: Natural History of Costa Rica.

PROFESSIONAL EXPERIENCE

Consulting Biologist, LaPierre Consulting. 1992 – 2010. Perform general biological surveys and focused surveys for sensitive plant and animal species throughout California. Duties include the identification of plant and animal species, assessment of habitat quality, analysis of data, and the writing of necessary reports for submission to the appropriate entities (Federal and State agencies and/or private industry clients).

RECENT AWARDS

- **Faculty of the Year 2017-2018.**
- **Crystal Apple Award. 2017** Higher Education Teacher of the Year.
- **Community Champion for Cowlitz County. 2015.** By Pathways 2020 for Access to Healthy Food.

NADINE A. LEMMONS

PERSONAL STATEMENT

It is my goal and objective to provide quality instruction and to be a positive influence in the lives of learners through academics, career preparation, and personal and professional growth.

SUMMARY OF QUALIFICATIONS

- Over 15 years of Instruction and Curriculum development in Business and Information Technology
- Five years as Business and IT Department Chair
- Six years serving on NWeLearning Conference Steering Committee
- Microsoft Certified Application Specialist in Excel, Access, Word, PowerPoint, and Outlook; proficient in Microsoft Windows, Project, Visio Publisher, and familiar with QuickBooks Professional, and Adobe Professional
- Over 18 years of prior administrative and management work experience

PROFESSIONAL EXPERIENCE

Sept, 2015 – Present Lower Columbia College Longview, WA
Business and Information Technology Department Chair

- Facilitate communication with department disciplines; Accounting, Business Technology, Business, Computer Science, and Information Technology
- Liaison for communication between department faculty and administration
- Department representative at monthly Instructional Council meetings
- Coordination of quarterly schedule updates and revisions for department
- Facilitate monthly department meetings
- Facilitate departmental long-term goals and potential degree paths
- Facilitate Guided Pathways initiatives to align with departmental goals

Sept, 2007 – Present Lower Columbia College Longview, WA
Business and Information Technology Instructor, Business Department

- Primary courses: MS Excel, Advanced Excel, Access, Advanced Data Analysis (Excel/Access Combo), and Medical Terminology
- Other courses taught: College Success and Business Foundations
- Provide instruction, using traditional, online, and hybrid modalities, for the Business Technology program, as well as degree support classes for Accounting, Business, and Computer Science programs
- Curriculum and program development, review, and revision
- New degree research and development
- Faculty Advisor for program students

- Committee assignments as appointed
- Supervision of Business Technology Computing Lab staff
- Continued professional development
- Chair and Coordinator for Business Technology Advisory Committee

Sept, 2004 – Sept, 2007 Lower Columbia College Longview, WA
Program Assistant, Title III Office/Technology & Learning Center

- Review and maintain departmental budget
- Make arrangements for travel, public speakers, meetings and department activities
- Assist in preparation for professional development training and committee meetings, including transcribing minutes for department and committee meetings
- Assist in training faculty to implement new learning management system and digital learning technology
- Collect and compile statistical and financial data for college and federal grant reporting through database management
- Maintain and update department library and professional development database
- Marketing of professional development opportunities
- Office supplies, equipment and mail management and inventory

1998 - 2004 Interstate Wood Products, Inc. Kelso, WA
Accounting-Administrative Support

- Confidential administrative support and communication with President and Vice President
- Full charge bookkeeping, business taxes, licensing and insurance
- Produce and maintain productivity reports for company and employees
- Assist in computer network maintenance and trouble shooting
- Coverage of other office positions as needed
- Maintain vehicle maintenance software program

1994 – 1998 Lower Columbia Head & Neck Longview, WA
Full Charge Bookkeeper

- Accounts payable, payroll, business taxes, license and insurance
- Communicate and work closely with Physicians and Accountants
- OSHA record keeping supervisor
- Maintain patient confidentiality
- Assist in accounts receivable and insurance authorizations
- Sorting of all incoming mail and correspondence

EDUCATION

2009-2010 Marylhurst University Marylhurst, OR
Master's in Business Administration

2007-2008 George Fox University Newberg, OR
Bachelor of Science, Suma Cum Laude
MANAGEMENT & BUSINESS INFORMATION SYSTEMS

2006-2007 Lower Columbia Leadership Academy Longview, WA

1998 - 2002 Lower Columbia College Longview, WA
Associate in Applied Science
BUSINESS MANAGEMENT
2002 Outstanding Student Award in Business Management

AWARDS AND CERTIFICATES

Spring 2017 Microsoft Certified Specialist
Excel, Access, Word 2016

Spring 2015 Microsoft Certified Office 2013 Master

Fall 2014 Pillars of Strength Award
Higher Education Teacher of the Year
Longview/Kelso Chamber of Commerce

Spring 2012 Microsoft Certified Office 2010 Master

Spring 2007 Microsoft Certified Office 2007 Master

Spring 2006 2005-06 Classified Employee of the Year Finalist
Lower Columbia College Longview, WA

Spring 2006 "True Blue Award" Classified Employee Recognition
Lower Columbia College Longview, WA

COMMITTEE MEMBERSHIPS AND ACTIVITIES

2018 – Present	<i>Advisor/Tutor</i> , LCC Men's Basketball
2015 – 2019	<i>Member</i> , LCC Wellness Committee
2014 – 2020	<i>Member</i> , NWeLearning Conference Steering Committee
2012 – 2016	<i>Member</i> , LCC Collection Development Committee
2009 - 2010	<i>Member</i> , LCC Exceptional Faculty Committee
2009 - 2010	<i>Member</i> , LCC Professional Development Committee
2008 - 2012	<i>Secretary</i> , LCC Faculty Association of Higher Ed
2006 - 2010	<i>Member</i> , LCC Bookstore Committee
2006 - 2009	<i>Member</i> , LCC Central Safety Council

COMMUNITY ACTIVITIES

2010-2016 United Way of Cowlitz & Wahkiakum County
Board Member
March 2012 – Executive Board – Secretary/Treasurer

2000-2007 Rose Valley Friends Church Kelso, WA
Women's Ministry Team &
Women's Missionary Fellowship

- Plan and coordinate events and activities for women. Participating and contributing to monthly community service projects such as Women's Support Shelter, Community House, CASA, Foster to Adopt, Youth and Family LINK, Mountain Ministries, Victory Ministries, and others.

2000 – 2003 Victory Ministries, Inc. Kelso, WA

Treasurer/Secretary

- Served on Board of Directors for non-profit corporation developed to assist kids in need in our community. Worked diligently with other board members to begin Victory Ministries and eventually open up the Victory Center, which is located on South Pacific in Kelso. The center is open to the public to provide, fun, sports entertainment and fellowship while giving hope to those in need.

PROFESSIONAL REFERENCES

Tamra Gilchrist 1600 Maple Street (360) 442-2621
Dean of Instruction Longview, WA 98632

Brendan Glaser
Retired VP Instruction Longview, WA 98632 (360) 430-7359

Jim Stanley 1600 Maple Street (360) 442-2713
Accounting Instructor Longview, WA 98632

Shannon McLain

3015 Louisiana Street * Longview, WA 98632
360-430-6447 * the_mclains@msn.com
<http://www.linkedin.com/pub/shannon-mclain/42/400/19a>

Professional Experience

Director of Operations / Director of Employment Love Overwhelming, Cowlitz County	2016 - Present
Owner and Consultant For a Common Good, Washington and Oregon	2012 - Present
Education First Teaching English as a Foreign Language	2020 -2020
Adjunct Instructor of Business Lower Columbia College, Longview, WA	2015 -2017
Employment Services – Washington Headquarters SL Start and Associates, LLC/Embassy Management, Spokane, WA	2012 -2016
Adjunct Instructor of Critical Thinking Concorde Career College, Portland, OR	2012- 2012
Director of Vocational Services Life Works, Longview, WA	2005 - 2012
Adjunct Professor of Professional Studies Kaplan University Online	2007 - 2011

Education

Doctor of Education in Organization Leadership: Organizational Development Northcentral University, ABD – in progress, Cumulative GPA 3.91	2022
Master of Management University of Phoenix	2007
Bachelor of Arts Washington State University, Vancouver Campus Major: Anthropology Minor: Human Development/Agin	2004

Community Involvement

APSE: Association for Persons in Supported Employment Washington State Chapter Board Member, Public Policy Committee – Past Regional Delegate Pacific & West: Alaska, Washington, Oregon, California, Wyoming – Past National Board Member – Past Member - Present
Love Overwhelming: Solutions for Persons who are Homeless Past Chairperson, Board Member and Steering Committee
Washington State Rehabilitation Council Governor Appointed Community Rehabilitation Program Representative – Past

Publications

- McLain, S., Codagnone, R. & Reed, L. (2013). Moral Leadership: Executive Servant Leadership as a Means to Overcoming Organizational Resistance to Innovation. Regent University: Moral Leadership Conference.
- McLain, S. & Walus, M. (2014). APSE Conference 2014: Community Roles in the Culture of Self-Sufficiency. *Journal of Vocational Rehabilitation*. 42(3) 235-240.
- McLain, S., Walus, M. & Chapman, S. (2016). APSE Conference 2015: Continued Dialogue in Building a Culture of Self-Sufficiency. *Journal of Vocational Rehabilitation*.

Certifications / License

Teaching English as a Foreign Language

2019 TEFL

Employment Support Professional Certification Council

2015 CESP

WorkStrides Facilitator: Career Development Program

2012 Certified by University of Washington CCER/Division of Voc Rehab

Anita M. Quirk
202 Wagner Road
Kelso, WA 98626
(360) 431-6222
aquirk@lcc.ctc.edu

Education

Juris Doctor, Northwestern School of Law at Lewis and Clark College (Lewis and Clark Law School),
Portland, Oregon, May, 1990
areas of study: legal research, writing, legal principles and theory, ethics and practice

Bachelor of Arts, Spanish Major, Walla Walla College (Walla Walla University), College Place,
Washington, *cum laude* June, 1979
areas of study: Spanish, German, religion, liberal arts

Colegio Adventista de Sagunto, Sagunto, Spain, attended 1977-1978, credits through Walla Walla
College
areas of study: language study and use, literature and culture

Attended until June 1976, Spokane Falls Community College, Spokane, Washington
areas of study: pre-foreign language, liberal arts, general courses

Work Experience at Lower Columbia College

Lower Columbia College (LCC)
1600 Maple
Longview, WA 98632

January 2011 – present

- Instructor of Spanish, Criminal Law, Education Law, American Legal Systems, Business Law, Administration of Justice, Juvenile Justice, Report Writing for Law Enforcement, Law and Social Issues, Introduction to Political Science, College Success, in classroom and online. Student advisor, Criminal Justice and Pre-Law. Development of online law courses in CANVAS. Updates of course plans for various law and criminal justice courses and Criminal Justice AAS degree. Course materials, lesson plans, supplemental materials and syllabi preparation. Evaluate student progress through various assignments and exams. Attend department meetings, criminal justice advisory meetings, all-staff and other meetings on campus. Member of Advising Redesign Committee and Professional Technical Monitoring Committee.

Lower Columbia College
Longview, Washington 98632

September 1993-December 1993

- Teacher, Adult Basic Education/GED, math: aid students in preparation for the math portion of the Graduate Equivalency Diploma, prepare materials for extra math practice.

Other Professional Work Experience

Cowlitz-Wahkiakum Legal Aid
1526 Commerce
Longview, WA 98632

October 2005-July 2010

- Coordinator of the legal aid program overseeing all aspects of the program, including instructing low-income persons in how to prepare family law legal forms in forms workshops. July 2010 to January 2011, volunteer in conducting forms workshops.

Continuing Education Services
P.O. Box 2463
Longview, WA 98632

December 2004– December 2017

- General partnership, through 2011, solo through 2017, providing continuing education seminars for professionals, in particular attorneys and certified guardians, including as instructor.

Anita M. Quirk, Attorney at Law
P.O. Box 2463
Longview, WA 98632

2000-December 2012

- Solo practice attorney, limited practice: guardian ad litem in guardianships and probate. Retired 2012.

Bashor & Quirk, P.S.
1128 Broadway
Longview, WA 98632

1998-2000

- Partner in legal firm: debtor/creditor, bankruptcy, probate, estate planning, contracts, guardianships, adoptions; guardian ad litem in domestic relations, guardianships and probate matters. Arbitrator in physical injury cases. Hiring and training legal staff and all duties of an attorney.

Anita M. Quirk, Attorney at Law
1128 Broadway
Longview, WA 98632

May 1996-1998

- Solo practice attorney: debtor/creditor, bankruptcy, probate, estate planning, contracts, guardianships, adoptions; guardian ad litem in domestic relations, guardianships and probate matters. Responsible for all aspects of a legal office including hiring and training legal assistants/paralegals, accounting and all other requirements of a business, as well as all duties of an attorney.

Virginia Petta, Chapter 13 trustee
Longview, WA 98632

March 1996-1997

- Data entry, part-time attorney: case information entry on specialized computer system. Case and legal research, contact attorneys regarding cases, prepare pleadings.

Quirk Business Group
P.O. Box 523
Longview, WA 98632

June 1990-present

- Owner, customer and business manager: implementing business systems through managing a small portfolio of customers and instructing other entrepreneurs in successful business practices. Presentations at business meetings.

Daggy & Anagnostou, P.S.
1953 Seventh Avenue, Ste. 102
Longview, Washington 98632

May 1989-January 1996

- Law Clerk, 1989-1991: legal research and writing while attending graduate school, assist attorneys with trial preparation.
- Attorney, 1991-1996: general practice, emphasis in debtor/creditor matters, domestic relations, probate, estate planning, guardianships, adoptions, contracts and misdemeanor criminal matters. Responsible for client interviews, case management and strategy, negotiations, court appearances, trial preparation and execution, legal and factual research, research and writing legal memorandum and correspondence, staff interaction including training legal assistants.

Northwestern School of Law
at Lewis and Clark College
Portland, Oregon 97219

September 1988-June 1990

- Teacher Assistant, Legal Writing program for 1988-1989: prepare and teach lessons for small groups of first year law students, evaluate student progress in understanding legal concepts, research and writing skills, grade students on their performance, prepare students for appellate brief writing and oral argument, work with director of legal writing program.
- Tutor, Academic Support Program for first year minority students, 1988-1990: prepare lessons for extra study in basic law classes, conduct group sessions for discussion and test practice, evaluate student progress, consult with professors of the various law courses.

King's Child Development Center
Longview, Washington 98632

September 1986-June 1987

- Pre-school teacher, ages 3-4: prepare lesson plans for daily classes, prepare and gather materials for hands-on lessons; work with teacher's assistants in the classroom, conferences with parents.

Cape May Court House SDA School
Cape May Court House, New Jersey 08210

September 1980-June 1981

- Teacher, grades 5-8, all subjects: prepare lesson plans, conduct classes, parent/teacher conferences, monthly reports, grading and testing.

Lower Township School District
Cape May, New Jersey 08204

September 1979-June 1980

- Substitute teacher, grades 7-12: follow lesson plans prepared by teachers, interaction with students, faculty and administration.

Colegio Adventista de Sagunto
Sagunto, Spain

January 1978-March 1978

- Teacher, beginning German, college level: prepare lessons, teaching, testing and grading.

Other Professional, Office Experience and Training

- Electronic calendaring and scheduling, Microsoft Windows, Word Perfect 8, Word, Microsoft Works for Windows and various photo design and other software programs.
- Public speaking and education seminars.
- CANVAS education (EDUC 295), Excel and American Government (POLS 202) taken at LCC. LCC advisor training. Spanish and other conferences. Various trainings and workshops at LCC. Training in use of media equipment in the classrooms.
- Continued legal study and training through continuing legal education seminars.
- Centers of Excellence, Criminal Justice, collaboration with other community and technical college criminal justice programs in Washington State

Professional Membership

Washington State Bar Association and Federal Bar for the Western District of Washington, inactive status.

Janel Skreen

Environmental Health and Safety Specialist

206 Eufaula Heights Road
Longview, WA 98632

SKILLS

Many opportunities have allowed me to build extensive experience in leading organizational development in the areas of environmental health, occupational safety, crisis and risk communication and emergency response. Throughout that process I have spent time developing training and programmatic solutions to meet a diverse array of safety and environmental compliance objectives, always with an attitude of service, enthusiasm and professionalism.

PROFESSIONAL EXPERIENCE

Lower Columbia College - *Director of Environmental Health and Safety*

2014-Present

- Create and oversee all occupational safety programs.
- Ensure compliance with all environmental regulations.
- Supervise Student Conduct and Security Services.
- Serve as a Title IX Investigator.

Lower Columbia Public Information Coalition - *PIO Function*

2018-Present

- Serve as a member of Incident Management Teams- PIO Function
- Organize/ host regional training opportunities on crisis communications

Cowlitz County SAFE School Coalition - *Co-Chair*

2017-Present

- Serve as co-chair
- Facilitate training drills and professional development opportunities for coalition.

TEACHING EXPERIENCE

Occupational Safety and Health

Lower Columbia College

2019

Biology for Educators

Lower Columbia College

2014-2015

Teaching Assistant and Lab Instructor, General Biology

Fall 2013

Washington State University

Science Teacher

2013-2014

Family House Academy

Undergraduate Research Mentor

Spring 2012-Fall 2013

Washington State University

NSF GK-12 Graduate Scientist Fellowship

Fall 2012-Summer 2013

Washington State University

Liberty Middle School

7th Grade Life Science

NSF GK-12 Graduate Scientist Fellowship

Fall 2011-Summer 2012

Washington State University

Liberty Middle School

7th Grade Life Science

Undergraduate Research Supervisor

2011-2013

Laboratory Training and Research

Teaching Assistantship in General Chemistry

Washington State University Vancouver

Fall 2010 – Spring 2011

Guest Presentations

“Serving as a Crisis Communications Volunteer”

PNW EMPA Crisis Communications Conference

Portland State University

2019

“Environmental Health and Safety as a Career”

Washington State University Vancouver

2017 & 2018

“The Science of Brewing Operations”

Washington State University

2017 & 2018

“Doggy DNA, Genetics are a Kid’s Best Friend”

National Science Foundation National Conference

March 2012

“Waves and Energy”

Lower Columbia College

Waves and Energy

Fall 2013

“Molecular Genetics”

Washington State University

Fall 2011

“Trophic Energy Transfer and Transformation”

Lower Columbia College

Fall 2011

RESEARCH

Principle Investigator

2013

Department of Science

Washington State University, Vancouver WA

Master’s Thesis Research

Viticulture Management Choices: Nitrogen Use Efficiencies in Biodynamic Vineyards

Research Assistant

January 2009

Department of Anthropology

C.V. 2020

Washington State University, Vancouver, WA

Supervisor: Edward Hagen, Ph.D.

Di-urnal Human Salivary Analysis and Laboratory Management

Storage and cataloging of human biological samples. Ordering and inventory of laboratory equipment. Polymerase chain reactions, and gel electrophoresis of human DNA. Quantitative di-urnal human salivary enzyme-linked immunosorbent assays (ELISA's) for cortisol and cotinine. Initiation of chemical waste streams and autoclaving of all biohazardous materials.

Research Assistant

January 2008 – January 2009

Department of Molecular Bio-Sciences

Washington State University, Vancouver, WA

Supervisor: Steve Sylvester, Ph.D.

Analysis of contaminants in human breast milk

Analysis of Oregon state residence and African hunter-gatherer breast milk for persistent organic pollutants (POP's). Extraction was performed using solid phase microextraction fibers, and analysis involved gas chromatography, mass spectrometry (GCMS). Liquid-liquid extraction of rat serum which was analyzed using GCMS to assay for the metabolite monoethoxylate. Synthesis of monethylhexylphthalate.

Research Assistant

July 2006 – December 2006

Department of Emergency Medicine

Oregon Health Sciences University, Portland, OR

Supervisor: Heather Brookes, Program Supervisor

Clinical Emergency Medical Research

Track potential study participants within the Emergency Department for all ongoing research. Observed all physician rounds to identify potential patient candidates for research. Collected salivary samples for childhood RSV analysis, informed patients of their rights in accordance with HIPAA. Interviews study participants, tracked labs and other information with regard to potential rib fracture patients, and patients experiencing sepsis.

Research Assistant

June 2006-August 2006

United States Fish and Wildlife

Abernathy Technology Center, Longview, WA

Supervisor: Anne Gannam, Ph.D.

Salmon Nutrition and Genetics Research

Nutritional Analysis: fat, protein, and carbohydrate of salmon and their feed.
Fin measurements and care of live fish. Polymerase chain reactions, gel electrophoresis and DNA sequencing. Laboratory inventory and supply ordering. Testing of new sampling equipment and preliminary literature research on fish pathology and nutrition. Specific specification analysis of commercial feed suppliers.

OTHER EXPERIENCE

Science Club Coordinator

Big Leaf Montessori

2017-2018

STEM DAY: Forensics of a Crime Scene

Lower Columbia College

Summer 2014

Tutor for Homeless Youth

Fall 2009 – Spring 2010

Transitional Youth, Portland, OR

Pre-Algebra, Algebra and Trigonometry

Children's Community Educator

July 2006

US Fish and Wildlife Cowlitz County, WA

Salmon Populations, migration routes, and conservation

Environmental Development Advisor

2013-Current

Wadakyat LLC

Autopsy Technician

2006-2008

Cowlitz County Coroner's Office

EDUCATION

Certified Mold Inspector

2018- Present

FEMA/NIMS 100, 700, 800 & 400 Level Certifications

Current

Hazardous Waste Operations and Emergency Response (HAZWOPER 40 Hour)

2014- Present

Wood Environmental

DOT Hazardous Materials Shipper Certificate (CFR 49)

2014- Present

DGI Training Center

Hazardous Waste Management Certificate

2014 - Present

Certified Environmental Services

M.S. in Environmental Science

December 2013

Washington State University, Vancouver, WA

Committee Chairs: Jahi Chappell Ph.D. and Steve Sylvester, Ph.D.

B.S. in Biology, Cum Laude

May 2010

Washington State University, Vancouver, WA

Supervisors: Steve Sylvester, Ph.D. and Edward Hagen, Ph.D.

Graduated Cum Laude

Awarded the Glenn Terrell Endowed Science Scholarship 2006

AWARDS

Teaching Assistantship, General Chemistry 2010-2011

Robert Lane Fellowship 2012

NSF GK12 Fellowship 2011-2012

NSF GK12 Fellowship 2012-2013

Foundation Faculty Grant 2019

Total Awards \$ 80,000.00

Margaret (Maggie) A. Stuart
Lower Columbia College
1600 Maple Street
Longview, WA 98632

CURRENT POSITION	Tenured Faculty - Business
PROFESSIONAL	Dean of Instruction/Library Director Transitional Studies Manager
BACKGROUND AND	Tenured Faculty - Computer Science: Microcomputer Networking, Hardware Configuration, Operating Systems Computer Maintenance Technician
EXPERIENCE	Foundation Accounting Technician Programmer/Analyst Office Assistant I CowIitz Bank: Teller (1985-1988) City of Fairfield, CA: Fiscal Technician Bank of America: General Ledger Bookkeeper, Vault Teller, Proof Machine Operator
EDUCATION	Lower Columbia College - General Transfer, A.A. Linfield College - Business Information Systems, B.S. Marylhurst University - Business Administration, M.B.A. Oregon State University - Education, doctoral student

RECENT PRESENTATIONS:
The Bucket Course: A Fast
Track Approach to Pre-College
English

International Conference on College Teaching and Learning
Jacksonville, FL April 2013

On-Ramp to I-BEST: Rewards & Challenges
Rendezvous 2012

ITRANS: Contextualized learning as a vehicle for overcoming academic barriers
International Conference on College Teaching and Learning
Jacksonville, FL April 2010

I-TRANS: Bridging the Gap Between Developmental
and College Level English Courses
Assessment, Teaching, and Learning Conference
Vancouver, WA April 2010
Rendezvous
Yakima, WA July 2010

APPENDIX G. LCC 2019-2020 STRATEGIC PLAN CORE THEMES AND OBJECTIVES

Core Themes and Objectives

Workforce and Economic Development

Refine and revise our program mix to better serve the community, ensure that all students have access to viable career pathways, and expand our mission to incorporate bachelor of applied science degree programs.

Objectives:

1. Provide quality professional/technical education for employment, skills enhancement, and career development.
2. Partner with business, community groups, and other educational entities to provide workforce development and customized programs and services.

Transfer and Academic Preparation

Redesign our certificate and degree pathways and associated supports, addressing identified equity gaps, in order to maximize student achievement and learning.

Objectives

1. Ensure that learners who are under-prepared for college level studies have access to developmental coursework and bridge opportunities to college level work..
2. Offer courses and support for students to meet the requirements for transfer from Lower Columbia College.
3. Provide the support for transfer students to successfully transition to upper division college and university programs.

Student Access, Support and Completion

Simplify our onboarding, advising and related support services to get and keep more students, including those from historically underrepresented groups and vulnerable populations, on the path to completion.

Objectives

1. Offer a full array of educational programs and support services to meet the diverse needs of Cowlitz and Wahkiakum counties.
2. Provide students with the support needed to pursue and achieve their educational goals.

Institutional Excellence

Restructure our operating budget and systems to promote long-term viability, sustainability, and equity.

Objectives

1. Demonstrate our commitment to institutional integrity by investing in our campus, students and employees.
2. Uphold our reputation for high quality and contribute to the value of the community by promoting excellence in our programs, services and activities.

APPENDIX H. EXTERNAL REVIEW DOCUMENTS

Applied Baccalaureate External Review Rubric

College Name:	Lower Columbia College	BAS Degree Title:	BAS Organizational Leadership and Technology Management
Reviewer Name/ Team Name:	Heidi Connole, Ph.D., SHRM-SCP	Institutional or Professional Affiliation:	Eastern Washington University
Professional License or Qualification, if any:	Ph.D., SHRM-SCP	Relationship to Program, if any:	None
Please evaluate the following Specific Elements			

1. Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?
	<u>Comment:</u> In my opinion, this program is highly relevant and appropriate to current employer needs and demands especially within this region. As proposed, the program meets (or exceeds) academic standards. I believe the program will lead to job placement, and also to <i>job advancement</i> for prospective students.
2. Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?
	<u>Comment:</u> The level of rigor is appropriate for an applied science baccalaureate degree. I am particularly impressed by the variety of assessments used to foster and evaluate student learning. The learning objectives are appropriate at this level and serve to guide the curriculum within the program in a meaningful and productive way. There is a clear distinction between content that is developed for the 300 and 400 levels beyond the foundational coursework. Students should graduate from this program well-prepared for leadership roles within a wide variety of organizations in both the public and private sectors.
3. Curriculum Alignment	Does the curriculum align with the program's Statement of Needs Document?
	<u>Comment:</u> The curriculum is aligned with the program's Statement of Needs Document on all levels. The design and delivery of the courses as online/hybrid, and evening/weekend are particularly important given the target market of students as adult learners who may need this level of flexibility to successfully complete their baccalaureate degree. The College has taken appropriate steps to align its curriculum development with local industry expectations for professionals at this level. The cohort-based model is consistent with meeting the needs of non-traditional students seeking a learning community to feel supported in their academic pursuits. The program is clearly centered on the learner and broad enough to meet the needs of students in a wide variety of industries, occupations and interests.
4. Academic Relevance and Rigor	Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?

	<p><u>Comment:</u> It is important for a leadership program to strike an appropriate balance between so called “soft” and “hard” skills. This proposed program represents an important blending of both throughout the quarter-by-quarter rotation of courses. The Capstone course (OLTM-495) offers an excellent opportunity for students to close out their programs with a project most appropriate to the development of their knowledge, skills and abilities and networking opportunities through its use of workplace leadership projects, service-learning projects and internship opportunities. This program has the right level of rigor, a balance between quantitative and qualitative coursework, and provides at least some opportunities for the student to tailor their learning to their own needs and interests.</p>
5. General Education Requirements	<p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p> <p><u>Comment:</u> The general education requirements are suitable for a baccalaureate level program. They do meet both the breadth and depth requirements as specified in Table 5. One of the key strengths of this program is that it honors the educational experience and backgrounds that a diverse population of adult learners will bring to the cohort. I am particularly impressed by the list of existing technical associate degrees that will serve as foundations and the “newly developed AAS-T degrees that are positioned to efficiently transfer to the BAS-OLTM program”. The variety of educational preparation that is permitted will greatly enhance the student learning during discussions and team-based coursework.</p>
6. Preparation for Graduate Program Acceptance	<p>Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?</p> <p><u>Comment:</u> I can envision Masters programs in Organizational Leadership, Project Management, Information Technology, Systems/Security, and Data Analytics recognizing the core content, the level of preparation and the student learning outcomes as appropriate for the undergraduate level foundation of their graduate programs. Many traditional MBA programs are likely to continue to require sequences in accounting and economics as well as foundational work in each of the “functional silos” of traditional business education (e.g. marketing, statistics). In my review, I noted that these foundational courses are all currently available through Lower Columbia College’s offerings. In my opinion the viability of continuing into a graduate program without having to meet additional prerequisite coursework will depend on the degree program, the individual institution and the field selected for graduate study. The proposal does lay out an extensive description of partner universities and programs that are willing to create pathways to advanced degrees for graduates of the BAS OLTM program and MBA programs are represented among them.</p>
7. Faculty	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p><u>Comment:</u> I was very impressed with the caliber of faculty that are connected to this program and their academic and professional preparation. The program not only has an excellent mix of theoretical and practical applications, its faculty are well-versed in both and bring a wealth of expertise as practitioners to the work of educating others. I think it is very valuable in managing start-up programs to work with faculty who have strong ties to the College, local and regional communities. I would rate this group as exceptional in this regard. Not only are they all experienced and well-educated, they are largely a team that has worked together for an extensive period of time. I know most of them personally and I know that they are dedicated to the work of education and committed to the students they serve.</p>
8. Resources	<p>Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?</p>

	<p><u>Comment:</u> The resources needed to sustain and advance the program, including those necessary to support learners (library services and facilities) are more than adequate. The proposal includes a thorough growth plan for increasing the College's resources as the program grows. I also noted mention of certain economies of scale that can be realized through the College's ongoing commitment to applied science baccalaureate degrees, with which I concur. I reviewed the specific sections of the proposal that examined advising resources, financial aid counseling and veteran's support and found them to be consistent with the high quality of support that students expect, and for which the College is known. I reviewed Tables 11 and 12 to consider the library resources to support student learning and research and found them to be complete and comprehensive. I applaud the College's interest in providing tutoring online as this is both necessary at this time and further supports the flexibility that is promoted here.</p>
9. Membership and Advisory Committee	<p>Has the program received approval from an Advisory Committee? Has the program responded appropriately to its Advisory Committee's recommendations?</p>
	<p><u>Comment:</u> I do not believe I can adequately address this criterion. No basis to judge.</p>
10. Overall assessment and recommendations	<p>Please summarize your overall assessment of the program.</p>
	<p><u>Comment:</u> In summary, I believe this program will fill a tangible gap in the access to education needs for place-bound, adult learners who are working and looking to explore career opportunities and advancement within this region. In many cases, it will allow professionals to earn the education degree that is commensurate with the level at which they are currently performing their duties, while enhancing their knowledge, skills and abilities in leadership, technology and human relations – three key factors in organizational success. Education is not only a driver of economic growth, but access to it is an important form of social justice. I see this as a degree program that meets learners where they are, offers essential flexibility/support and addresses real needs of employers in this community. In doing so, it is a key to accomplishing both economic growth and social equity within the region it will serve. The College clearly has the needed resources, talent and passion for educational advancement to support these learners. The curriculum is well-reasoned, offers appropriate levels of depth, breadth and rigor for a baccalaureate degree. I can unequivocally endorse this program as proposed.</p>
<p>Reviewer Bio or Resume: Dr. Heidi Connole holds a Ph.D. from Washington State University in Business Administration and is certified as a Senior Practitioner with the Society of Human Resource Management. She has previously served on a special appointment as Professor of Strategic Leadership at the U.S. Army War College in Carlisle, Pennsylvania before returning to the Northwest to lead the design, development and implementation of the University of Idaho's Executive MBA program in Coeur D'Alene. Over the course of her career, Heidi has led several start-up programs, writing centers and accreditation efforts across a variety of academic institutions throughout the Pacific Northwest. She is the 2013 International Teaching Excellence award recipient for her work in outcome-based teaching and assurance of learning efforts from the International Assembly for Collegiate Business Education (IACBE). In 2017, she was certified in Social Entrepreneurship by the United States Association for Small Business and Entrepreneurship (USASBE). Heidi is a veteran of the U.S. Army having served as a military intelligence analyst and Russian linguist. She has worked as a global management consultant and multicultural expert for various organizations in both the private and public sectors. She is active as a leadership coach and public speaker and teaches online courses for Eastern Washington University, having formerly served as EWU's Director for Business Programs in Longview at Lower Columbia College.</p>	

Applied Baccalaureate External Review Rubric

Instructions for colleges submitting a BAS degree proposal:

1. As part of completing a program proposal, colleges must select two External Experts to review the program.
2. Reviews should be completed by an independent, third-party person or team with subject/discipline expertise.
3. At least one, preferably two, of these External Expert Reviewers should come from a university level institution, i.e. departmental professor, academic dean or department head. Each Washington public baccalaureate institution has a BAS administrative contact posted on the SBCTC website who needs to be contacted when soliciting an External Expert Reviewer at their university.
4. A second External Expert Reviewer may be a professional/practitioner who works for a private or public organization other than the university.
5. External Expert Reviewers should be instructed by colleges to address the criteria listed in this rubric.
6. Payment for an external review shall not exceed \$1,000 per Expert Reviewer.

Instructions for External Expert Reviewers:

1. External Expert Reviews provide critical feedback to colleges so that they may address potential concerns, issues or criticisms prior to final submission of a program proposal to the State Board of Community and Technical Colleges.
2. Reviewers should be independent, third-party persons or teams with subject/discipline expertise.
3. The goal of a review is to assess the credibility, design, relevance, rigor, and effectiveness of the proposed BAS program.
4. Reviewers should also validate the congruency and consistency of the program's curriculum with current research, academic thinking and industry standards.
5. Reviewers need not provide responses to every criterion listed in the Rubric. If reviewers feel that they cannot adequately address any one of the criteria, they may simply state that this is the case.
6. This form is designed to assist External Expert Reviewers to complete assessments of baccalaureate degree program proposals. External Expert Reviewers are not restricted to the use of this rubric template. Reviewers may choose, instead, to provide a college with a written narrative. In whatever format they choose, reviewers should address the criteria outline in the rubric.
7. Each Washington public baccalaureate institution has a BAS administrative contact posted on the SBCTC website who will be contacted an External Expert Reviewer is solicited at their university.

Applied Baccalaureate External Review Rubric

College Name:	Centralia College	BAS Degree Title:	Organizational Leadership & Technical Management
Reviewer Name/ Team Name:	Connie Smejkal	Institutional or Professional Affiliation:	Dean of Instruction/Tenured Business Faculty
Professional License or Qualification, if any:		Relationship to Program, if any:	
Please evaluate the following Specific Elements			
1. Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Yes Will the program lead to job placement? Yes		
	<p>Comment: The proposal, as written, address key skills needed by current employers seeking applicants and employees with the skill set critical for effective management in today's workplace. The coursework would prepare students for management opportunities across a variety of industries, which would increase the likelihood that graduates would find living-wage jobs. The ability for a student to enter the program from a variety of technical programs allows the student to pair their technical skills with leadership and management skills. This allows graduates the ability to advance within their industry. Several industries, for example diesel, welding, machine trades, manufacturing, and automotive technology, can be physically demanding. If an employee sustains a significant injury, it could result in the end of their career. This degree can provide the ability to move from highly physical demanding jobs to less physically demanding jobs.</p> <p>Providing a cohort-based program with flexible delivery that includes face-to-face provide an additional support system for the cohort while removing barriers, such as, having to leave a job or reduce hours to further education or other responsibilities. Fully online programs tend to see lower graduation rate and many of the students who participate in technical education programs tend to prefer the hands-on experience of the classroom at least for a portion of their learning. The proposed delivery will help students succeed.</p>		
2. Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor? Yes		
	<p>Comment The program outcomes demonstrate appropriate rigor. Students who achieved the outcomes would be using higher-level skills such as analyzing, creating, evaluating, etc. throughout the coursework. The rigor is not only relevant to 300 and 400 level courses but also aligns with the higher level, complex skills needed in industry. The complex skills learned differentiate managers from front-line supervisors.</p>		
	Does the curriculum align with the program's Statement of Needs Document?		

Applied Baccalaureate External Review Rubric

<p>3. Curriculum Alignment</p>	<p>Comment I have not reviewed the statement of need document. The proposal included input from a focus group of industry representation as well as an advisory board. This inclusion of industry, the course descriptions provided, and the program outcomes would lead me to believe there is alignment with the statement of need document. The curriculum and program outcomes will provide skills needed in a variety of for-profit, non-profit and government agencies. The design of the program address the needs of working adults and access to an affordable bachelors degree supports student and community needs. Together, this leads to me believe the proposal aligns with the statement of need and increasing degree access to place-bound, working adults.</p>
<p>4. Academic Relevance and Rigor</p>	<p>Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Yes Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees? Yes</p> <p>Comment The coursework is relevant to local employer demand and provides a breadth of experience that is applicable across several industries. The depth of skills taught provide the ability for graduates to be an asset to their employer from day one. Ten courses focus on the program outcome of diversity, equity, and inclusion. The elements have been important in the workplace, however in today's workplace it is more critical than ever for managers to embrace, support, and provide inclusive work environments.</p>

Applied Baccalaureate External Review Rubric

5. General Education Requirements	Are the general education requirements suitable for a baccalaureate level program? Yes Do the general education courses meet breadth and depth requirements? Yes
	<p>Comment While reviewing the general education requirements and course descriptions, I noted a depth and breadth of content. In addition, the general education courses are applicable to management, which further builds the complex skills needed for effective management. Forty credits of upper division general education also reduces the general education “gap” often found in workforce degrees. This reduces financial and time barriers for students while making courses applicable and relevant for students.</p> <p>On page 15 of the proposal, Table 5 indicates general education requirements that equal 40 credits of upper division courses. The narrative directly above the table indicates seven classes for a total of 35 credits. Based on course descriptions provided, it appears the table is correct and the narrative needs to be updated accordingly.</p>
6. Preparation for Graduate Program Acceptance	Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs? Yes
	<p>Comment The curriculum and learning outcomes prepare students to continue their education in a graduate program. LCC has a university center that will allow the graduates of BAS-OLTM to access master’s degree programs on site with universities that have endorsed the OLTM. LCC continues to work with university partners to provide pathways to graduate programs.</p>
7. Faculty	Do program faculty qualifications appear adequate to teach and continuously improve the curriculum? Yes
	<p>Comment The review of faculty credentials demonstrates a wide breadth of knowledge and experiences that will provide diverse perspectives and learning throughout the program. The faculty have extensive teaching experience, actively engage in professional development, and have experience working in industry. This leads me to believe that faculty will remain current in industry trends and work continuously to improve curriculum and delivery accordingly.</p>
8. Resources	Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?

Applied Baccalaureate External Review Rubric

	<p>Comment The proposal addresses online and in-person resources to support student progression and success. A component of the program will contain online work with an entrance requirement of CS 110 Intro to Micro Computer Apps provides the foundational tools needed for online success.</p> <p>Entrance requirements are minimal removing barriers of extra coursework between the AAS and BAS degrees.</p> <p>Library resources are outstanding with a variety of books, videos, and databases available for student use. Students in evening programs can find it a challenge to access the library during regular business hours but the proposal identifies plenty of online resources in addition to physical resources. The proposal is clear that library resources and librarians were a part of this proposal discussion and process.</p> <p>Student services, high quality faculty, administrative support, new student and program orientations, and the one-stop center are all resources that focus on assisting the students from inquiry through application to graduation. The number of high quality resources reduce barriers for underrepresented students of color, students with disabilities, and students with financial constraints.</p> <p>LCC has dedicated space for business students and this space will be available to BAS-OLTM students. A virtual space allows remote students to receive direct support from faculty and instruction technicians via Zoom.</p> <p>The college is committed to providing financial resources to support the start-up of the program. In review of the budget, obtaining year one enrollment of 24 appears feasible and generates a slight revenue in year one. However, the college should consider “gap funding.” Not achieving targeted enrollment by just two students could create a deficit for the program. The retention rate projected is 91.67 percent, which is an aggressive target for a new program. Additional financial resources/reserves might be needed for the first year or two of the program.</p> <p>Curriculum development can be an ongoing process after the program is launched and changes are realized through assessment. Additional curriculum funding might be needed beyond start-up.</p>
<p>9. Membership and Advisory Committee</p>	<p>Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee’s recommendations?</p> <p>Comment The proposal did not specifically identify approval of an advisory committee. However, the proposal does address focus groups, and advisory input which would lead me to the assumption that the recommendations were made and incorporated.</p>

Applied Baccalaureate External Review Rubric

Going forward, advisory committee feedback will be sought bi-annually. The advisory committee will provide feedback on the strengths and weaknesses of the program. The advisory board will also ensure the curriculum remains relevant to employer needs.

The list of advisory board members in Appendix B include representation from a variety of industries to include schools, automotive, banking, medical, transportation, and childcare. The diverse representation will help the program remain relevant across multiple local employers.

Applied Baccalaureate External Review Rubric

<p>10. Overall assessment and recommendations</p>	<p>Please summarize your overall assessment of the program.</p> <p>Comment The curriculum, entrance requirements, multiple assessment measures, extensive support for students, and quality faculty provide the best opportunity for this BAS program to launch successful and graduate students who will be competitive in today's workplace.</p> <p>The three recommendations provided include: 1) verification of the general education credits on page 15 2) an evaluation of financial resources if enrollments and or high retention levels are not achieved. 3) curriculum development funds beyond start up. New courses will often need updates in the first year or two and depending on depth of changes, faculty may require funding. Depending on industry changes/shifts within five years curriculum changes might be needed to remain current.</p>
<p>Reviewer Bio or Resume Evaluator, please insert a short bio here</p> <p>I am a tenured faculty member at Centralia College in the business administration program. I was the lead faculty for the college's BAS in Applied Management program from the start of the program in 2012. In 2018, I left the classroom to return to administration. I currently serve as the dean of instruction for business, teacher education, and early learning programs. In my current role, I oversee two of the college's four BAS programs in addition to several AAS programs in business technology, business administration, accounting, and early childhood education. I also oversee the college's ECEAP, lab school, and MERIT verification programs.</p>	

APPENDIX I. SAMPLE APPLICATION FORM



BAS-OLTM Application

ORGANIZATIONAL LEADERSHIP & TECHNICAL MANAGEMENT

To be eligible for admission consideration, the applicant must have:

1. Completed an associate degree or higher, or 90 credits from a nationally accredited institution prior to the
2. Minimum 2.5 cumulative GPA
 - a. 2.0 GPA or higher in **all**-courses which meet program entry requirements listed below:
 - i. College-level English composition (5 credits)
 - ii. College-level math course for which intermediate algebra is a prerequisite
 - iii. Human Relations (5) one of the following:
 - a. PSYCH& 100 General Psychology (5)or
 - b. ANTH& 206 Cultural Anthropology (5) or
 - c. PSYC 204 Applied Psychology (5) or
 - d. PSYC 214 Psychology of Adjustment (5) or
 - e. SOC& 101 Introduction to Sociology
 - ii. CS 110 or equivalent (BTEC 104, BTEC 131, or proficiency test) (3 credits)

APPLICATION

First Name	MI	Last Name		
Address, including apartment number	City	State	Zip Code	
Day Phone	Cell Phone			
Date of Birth (mm/dd/yyyy)	Evening Phone			
Email Address	Previous Names			
LCC Student Identification Number	If you do not already have an SID number, submit an online application on LCC's website.			
Education: List all colleges, universities, and vocational/technical schools attended.				
College/University/School	Major	Degree or Certificate Earned	Date Earned	GPA
Employment: Attach a resume that describes your work experience and includes the following.				
<ul style="list-style-type: none"> • Position • Dates of Engagement • Place of Employment or Volunteer Experience • Description of skills & responsibilities 				

APPLICATION CHECKLIST

- Complete online application for admissions to LCC ([Link to LCC Admissions Application](#))
 - Intended Major Area of Study: BAS-OLTM
 - Quarter Plan to Start: Fall 2021
- Complete BAS application packet online
- **Complete FAFSA ([Link to FAFSA Website](#)) if applicable**
- **Submit official transcripts from previous colleges attended ([Link to Transcript Evaluation Request](#)).** If your degree or credits were completed at LCC, you do not need to request a transcript
- Attach one-page personal statement
- **Attach verification of work or volunteer experience** (i.e. resume, a letter from employer or agency)

I certify to the best of my knowledge that all statements on this form are true. I hereby release and discharge LCC and those who provide information from all liability as a result of furnishing and receiving this information. I further agree that falsification of any part of this application, including any enclosed documents, shall be sufficient cause for dismissal from the program.

Signature: _____ **Date:** _____

REFERRAL INFORMATION

How did you hear about the Bachelor of Applied Science in Organizational Leadership & Technical Management (OLTM) at Lower Columbia College? (check all that apply)

- | | | |
|---|---|---|
| <input type="checkbox"/> Employer | <input type="checkbox"/> College Advisor | <input type="checkbox"/> Billboard |
| <input type="checkbox"/> Family/Friend | <input type="checkbox"/> Professor | <input type="checkbox"/> Community Survey |
| <input type="checkbox"/> Radio | <input type="checkbox"/> LCC Website | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> College Schedule | <input type="checkbox"/> Internet Search | |
| <input type="checkbox"/> Social Media | <input type="checkbox"/> Bus Advertisements | |